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ABSTRACT

The bibliography contains 392 citations relevant to education and related services for children with autism and their families published between 1983 and 1988. Most of the citations are journal articles but a number of relevant books are also included. Citations are alphabetized by title. An author index (by first author) and a subject index are also provided. Descriptive annotations of about 50 words are provided. The subject index covers such areas as: assessment/diagnosis, audiology/hearing, behavior management, case studies, cognition, communication, computers, drug treatment, etiology, generalization, instructional methods, integration, language, neurology, play, preschool, research, self-abusive behavior, sensory motor domain, service delivery, social skills, speech, stereotypic behavior, and theory. (DB)

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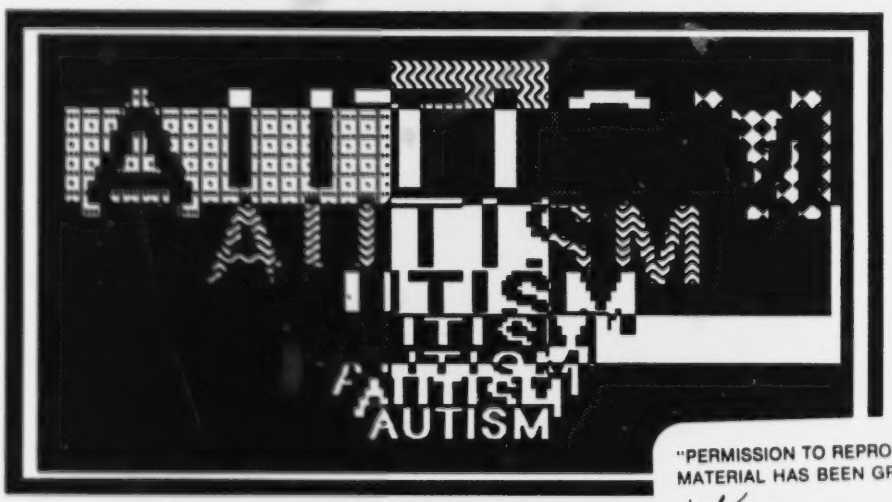
1988



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AUTISM BIBLIOGRAPHY

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INTRODUCTION:

This bibliography includes information relevant to education and related services for children with autism and their families published between 1983 and 1988. Publications that focus primarily on medical concerns are not included except where some direct educational implications are clear. Greatest emphasis has been placed on journal articles, but a number of books relevant to the topic have also been included. Annotations are alphabetized by title. Citations appear sequenced by first author in the Author index.

Many of the treatment approaches discussed are controversial, annotations are intended to describe rather than evaluate the work cited. Some work cited is technical, but annotations represent an attempt to minimize technical jargon whenever possible.

Annotated Bibliography by Title[3]

Yamamoto, J. & Mochizuki, A. 1988
Acquisition and functional analysis with autistic students. (1)
Journal of applied behavior analysis, 21 (1), 57-64.
This study assessed a training technique used to establish manding (requesting of items or events). Three students were trained to request a specific object from an adult supplier with the sentence, "Give me__" and to deliver that object to another adult. They were later trained to respond differentially to requested (or nonrequested) items. The results generalized across settings and objects.

Remington, B. & Clarke, S. 1983
Acquisition of expressive signing by autistic children: An evaluation of the relative effects of simultaneous communication and sign-alone training. (2)
Journal of applied behavior analysis, 16 (3), 315-328.
This study compared two methods of training autistic children to use manual signs (signs presented with or without accompanying verbal label). The efficacy of training in both treatment conditions was demonstrated but no clear differences in acquisition speed across conditions were apparent.

Howlin, P. 1984
The acquisition of grammatical morphemes in autistic children: A critique of the findings of Bartolucci, Pierce, and Streiner, 1980. (3)
Journal of autism and developmental disorders, 14 (2), 127-136.
"Morpheme" refers to the smallest units of language (e.g., words, suffixes, prefixes) that code meaning. The correct use of 13 morpheme rules by a group of 16 autistic children was investigated. The percentages of different morphemes used correctly correlated significantly with the results reported in an earlier study, and internal consistency among the autistic children suggested some evidence of rule learning.

Horner, R. H. & Budd, C. 1985
Acquisition of manual sign use: Collateral reduction of maladaptive behavior, and factors limiting generalization. (4)
Education and training of the mentally retarded, 20 (1), 39-47.
An 11-year-old nonverbal autistic boy was trained to communicate wants and needs with manual signs. Sign training in the natural environment was functionally related both to use of signs across the school day and dramatic reductions in grabbing and yelling.

Carr, E. G. & Kologinsky, E. 1983
Acquisition of sign language by autistic children II: Spontaneity and generalization effects. (5)
Journal of applied behavior analysis, 16 (3), 297-314.
Six autistic children were trained to use their sign repertoire to make spontaneous requests of adults. Training consisted of imitative prompting, fading, and differential reinforcement, with aspects of incidental teaching. Subjects displayed increased rate and variety of spontaneous sign requests and generalization of spontaneity across adults and settings.

[3]Abstract numbers appear in parentheses after titles.

Carr, E. G., Kologinsky, E. & Leff-Simon, S. 1987
Acquisition of sign language by autistic children: III. Generalized descriptive phrases. (6)
Journal of autism and developmental disorders, 17 (2), 217-229.
These researchers attempted to experimentally validate, with 4 autistic children (aged 11-16 years), part of a language intervention package that taught the acquisition of specific signing skills. The program focused on descriptive signing that involved action-object phrases. The 4 subjects, all male, were successfully taught such phrases following an intervention composed of prompting, fading, stimulus rotation, and differential reinforcement. After being trained on a small number of action-object phrases, the subjects displayed skill generalization to new situations.

Flowers, T. 1987
Activities for developing pre-skill concepts in children with autism. (7)
Interstate Publishers & Printers, Danville, IL
This curriculum contains developmental activities for use by teachers or parents of children with autism. Activities in the areas of auditory, conceptual, social, speech and language development, and visual-motor integration are presented.

Fenski, E. C. et al. 1985
Age at intervention and treatment outcome for autistic children in a comprehensive intervention program. (8)
Analysis and intervention in developmental disabilities, 5 (1-2), 49-58.
Treatment outcomes of nine autistic children who began receiving intensive behavioral intervention prior to 60 months of age were compared with outcomes for nine children who entered the program after 60 months of age. Age at program entry was found to be strongly related to positive treatment outcome.

Barrera, R. D. & Sulzer-Azaroff, B. 1983
An alternating treatment comparison of oral and total communication training programs with echolalic autistic children. (9)
Journal of applied behavior analysis, 16 (4), 379-394.
This provides a comparison of the relative effectiveness of oral and total communication training models for teaching expressive labelling skills to 3 echolalic autistic children. Demonstrated that total communication was the most successful approach.

Rotholz, D. A. & Luce, S. C. 1983
Alternative reinforcement strategies for the reduction of self-stimulatory behavior in autistic youth. (10)
Education and treatment of children, 6 (4), 363-377.
A differential reinforcement of low rates schedule (giving rewards to the subjects when rates of undesired behavior remained below a prespecified criterion for a given interval) resulted in significant reduction in the self-stimulatory behavior of autistic boys. Efforts were made to match the sensory consequences derived from the reinforcement to those presumed to be maintaining the self-stimulatory behavior.

American journal of mental Retardation. (11)
American Association on Mental Deficiency, Albany.
Although its major focus is mental retardation, this journal frequently publishes articles on autism and related topics.

Plienis, A. J. & Romanczyk, R. G. 1985
Analyses of performance, behavior, and predictors for severely disturbed children: A comparison of adult versus computer instruction. (12)
Analysis and intervention in developmental disabilities, 5 (4), 345-356.
The authors conducted a comparison between adult and computer-delivered instruction with 17 children, 6 of whom were autistic. The task employed was a 2-choice discrimination that became progressively more difficult. Measures of task performance and observational behavior data indicated that there was no overall difference in task performance between conditions but that subjects as a group exhibited more deviant behavior in the adult condition.

Prizant, B. M. & Rydell, P. J. 1984
Analysis and functions of delayed echolalia in autistic children. (13)
Journal of speech and hearing research, 27 (2), 183-192.
Fourteen functional categories of delayed echolalia in 3 autistic children were derived from videotape analyses. Individual differences in functional usage were apparent across subjects. Delayed echolalia varied along the dimensions of interactiveness, comprehension of the utterance produced, and relevance to linguistic or situational context.

Kell, M. & Moodley, A. 1986
Analysis of referrals for multi-disciplinary assessment made under Section 5 of the Education Act 1981. (14)
Educational research, 28 (2), 95-101.
The British Education Act of 1981 requires that local education authorities make a formal multidisciplinary assessment of the needs of children in special education. An examination of referrals made in Humberside County revealed that children were referred by a variety of agencies, although only 1.16% were referred by parents. The mean age at time of referral did not diminish over time. There was a decline in the number of referrals after the second year.

Foxx, R. M., McMorrow, M. J., Bittle, R. G. & Ness, J. 1986
An analysis of social skills generalization in two natural settings. (15)
Journal of applied behavior analysis, 19 (3), 299-305.
Measured the interactional behavior of 2 groups of elderly mentally retarded residents of a community facility before, during, and after 1 group received social skills training. Results suggest that generalization to natural interactional situations may be delayed following training and that it is more likely in some settings (i.e., with trained peers) than others (i.e., in the presence of untrained peers).

Tari, A. J. 1985
Annotated bibliography of autism, 1943-1983. (16)
Ontario Society for Autistic Children, Guelph
A comprehensive annotated bibliography of all published articles on autism and of books which focus specifically on autism from 1943-1983. A very extensive and useful reference for anyone interested in autism. This bibliography would be a useful supplement to readers of the current document interested in reviewing literature prior to 1983.

Volkmar, F. R. 1987
Annotation: Diagnostic issues in the pervasive developmental disorders. (17)
Journal of child psychology/ psychiatry, 28 (3), 365-369.
Discusses recurrent diagnostic controversies with respect to autism, and proposes slight changes in the DSM III scheme currently used to classify psychological and developmental disorders.

Rogers, S. J. et al. 1986
An approach for enhancing the symbolic, communicative, and interpersonal functioning of young children with autism or severe emotional handicaps. (18)
Journal of the division for early childhood, 10 (2), 135-145.
An intervention approach emphasizing development of symbolic thought, communication, and interpersonal relationships was implemented with 26 children. Subjects demonstrated significant changes in several targeted developmental areas, including cognition, perceptual/fine motor, social/ emotional, and language skills.

Durand, V. M. & Crimmins, D. B. 1987
Assessment and treatment of psychotic speech in an autistic child. (19)
Journal of autism and developmental disorders, 17 (1), 17-27.
Three experiments were constructed to determine the functional significance of the psychotic speech of a 9-year-old autistic boy, and to determine an intervention. Results showed that psychotic speech increased in frequency when task demands increased, varying adult attention had no effect on psychotic speech, and time-out contingent on psychotic speech resulted in an increase in that behavior. Teaching an appropriate escape response ("Help me") resulted in a decrease in psychotic speech.

Akyurek, A. & Kalverboer, A. F. 1986
Aspects of the behavioral repertoire of an autistic/ epileptic child. (20)
Perceptual and motor skills, 62 (3), 843-858.
A "catalogue" of the behavior of a 45 month old autistic/epileptic girl was acquired on the basis of an observational sample of her behavior across settings. The authors noted a preponderance of stereotyped behavior.

Parks, S. L. 1983
The assessment of autistic children: A selective review of available instruments. (21)
Journal of autism and developmental disorders, 13 (3), 255-267.
This article examines 5 measures specifically designed to assess autistic symptomatology: Rimland's Diagnostic Checklist for Behavior-Disturbed Children, the Behavior Rating Instrument for Autistic and Atypical Children, the Behavior Observation Scale for Autism, the Childhood Autism Rating Scale, and the Autism Behavior Checklist. Available studies of reliability and validity issues are discussed. Reliability indices for all scales, except Rimland's Diagnostic Checklist, are at acceptable levels. Each scale has been found to suffer from a lack of demonstrated discriminant and/or content validity.

Kuperman, S., Beeghly, J., Burns, T., & Tsai, L. Y. 1987
Association of serotonin concentration to behavior and IQ in autistic children. (22)
Journal of autism and developmental disorders, 17 (1), 133-140.
Evaluated the ability of IQ, age, and behavior score on the Autism Behavior Checklist, to predict platelet-rich plasma (PRP) serotonin concentrations in 25 autistic boys. No significant correlation was found between adjusted serotonin concentration and IQ on ABC scale scores, but 4 individual items of the ABC correlated with serotonin concentration. Subjects with all of these items were more severely affected and tended to have higher adjusted PRP serotonin concentration.

Sigman, M. & Ungerer, J. A. 1984
Attachment behaviors in autistic children. (23)
Journal of autism and developmental disorders, 14 (3), 231-244.
Observation of 14 autistic and 14 normal children of equivalent mental age revealed that autistic subjects showed evidence of attachment to their mothers. Among autistic subjects, those showing increased attachment behaviors in response to separation and reunion demonstrated more advanced symbolic play skills than those showing no attachment change.

Shapiro, T. et al. 1987
Attachment in autism and other developmental disorders. (24)
Journal of the American Academy of Child and Adolescent Psychiatry, 26 (4), 480-484.
Children with autism and other disorders were videotaped with their mothers using a modification of the strange situation and coding devised by Ainsworth et al. (1978). Autistic and atypical children's manifested attachment behavior is not significantly different from the attachment behavior normal children display at a younger age. A majority (64%) of the developmentally disordered children manifest some behavior change upon separation, whereas almost half (44%) display negative mood change.

Martineau, J. 1987
Auditory-evoked responses and their modifications during conditioning paradigm in autistic children. (25)
Journal of autism and developmental disorders, 17 (4), 525-39.
Recorded auditory evoked responses (AERs) from autistic children and age-matched controls. The pattern characterizing the effects on AERs of coupling light and sound (conditioning phenomenon) was observed for both autistic and normal controls, but not for retarded subjects. Results suggest that autistic children may have a real but slow learning ability.

Bemporad, J. R., Ratey, J. J., & O'Driscoll, G. 1987
Autism and emotion: An ethological theory. (26)
American journal of orthopsychiatry, 57 (4), 477-84.
This article attributes the basic deficit to an inability to participate in information exchange through systems of emotional communication. It is maintained that these systems have been extensively studied in lower animals, and a direct phylogenetic line, from postures display to facial expression to human empathy, can be traced in evolutionary advance.

Rutter, M. & Schopler, E. 1987
Autism and pervasive developmental disorders: Concepts and diagnostic issues. (27)
Journal of autism and developmental disorders, 17 (2), 159-186.
A review of the recent evidence regarding the defining features and diagnostic issues relating to autism and related disorders. Diagnostic rating systems for expediting sample selection criteria are critiqued, and leads for new research directions are suggested.

Morgan, S. B. 1986
Autism and Piaget's theory: Are the two compatible? (28)
Journal of autism and developmental disorders, 16 (4), 441-457.
Autism is interpreted in Piagetian terms with particular reference to the question of whether the atypical cognitive development represents an exception to the similar sequence hypothesis. Many autistic individuals show an arrest in operative functions at the sensorimotor level while continuing to progress in figurative functions. It is suggested that early arrest interferes with subsequent development of higher-level conceptual, symbolic, and social skills.

Accardo, P. et al. 1988
Autism and plumbism. A possible association. (29)
Clinical pediatrics (Phila.), *27* (1), 41-44.
Reviews six cases of inner city black children with infantile autism and lead poisoning. In three cases, developmental deviance seems to have been present before the possible impact of lead toxicity. In two cases the lead poisoning may have contributed to the onset or acceleration of developmental symptomology. In one case the temporal sequence remains unclear. Possible patterns of interaction and the implications for clinical practice are discussed.

Steffen, J. J. & Karoly, P. (Eds.) 1982
Autism and severe psychopathology. (30)
Lexington Books, Lexington, MA
Volume 2 of a multidisciplinary series written for clinicians in a range of disciplines, educators, and researchers. A collection of state-of-the-field papers. Includes articles on diagnostic systems, multiple cue responding in autistic children, cognitive and perceptual deficits, language, self-stimulatory and self-injurious behavior, a Piagetian analysis of thinking in disturbed children, and teaching speech skills to nonverbal children.

Baron-Cohen, S. 1987
Autism and symbolic play. (31)
British journal of developmental psychology, 5 (2), 139-148.
Studied spontaneous pretend (symbolic) play in 10 autistic children. Results show that autistic subjects were severely impaired in their ability to produce pretend play. Findings are discussed in terms of the symbolic deficit theory, which is suggested to provide a link between the social and pretend impairments in autism.

Peters, M. 1986
Autism as impairment in the formation and use of meaning: An attempt to integrate a functional and neurological model. (32)
Journal of psychology, 120 (1), 69-81.
This article integrates neurological and functional approaches to impairments in autism, which provide different perspectives on the disorder. This integration is based on the role of the mesolimbic/neostriatal system in imparting adaptive meaning to percepts and problems that autistic persons have in making adaptive use of meaning. The present authors propose a single underlying disturbance to account for the varied behavioral manifestations of autism.

Schopler, E. & Mesibov, G. (Eds.) 1983
Autism in adolescents and adults. (33)
Plenum Press, NY
This article is based on information from the annual TEACCH conference. Topics include: autism and adolescence, language and communication needs, educational needs, recreation and leisure, vocational and medical needs, sex education, family needs, legal needs, and social and community programs for adolescents and adults with autism.

Beavers, D. J. 1982
Autism: Nightmare without end. (34)
Ashley Books, Port Washington, NY
The authors provide an account of parenting an autistic child by his mother who is a scientist and research chemist. She describes her son's early symptoms and behavior. Provides insight into the experience of parenting a child with autism.

Konstantareas, M. M., Blackstock, E. G. & Webster, C. D. 1981
Autism: A primer. (35)
Quebec Society for Autistic Children, Montreal
This book contains material prepared for a course on autism given during the Canadian Society for Autistic Children Fifth National Conference (May, 1980). Includes discussion of the syndrome itself, possible neurological influences, and the particular deficits in language, communication and information processing associated with the disorder. A good introductory text for professionals.

Bell, E. W. (Ed.) 1986
Autism: A reference book. (36)
Longman, New York
An illustrated collection of previously published articles. Causes and treatment implications, cognitive development, social interaction, speech and language development and perspectives on parenting are presented. Includes a glossary of terms. For parents, professionals and the general public.

Gilliam, J. E. (Ed.) 1981
Autism: Diagnosis, instruction, management and research. (37)
Thomas, Springfield, IL
An edited collection of information for parents, professionals, and the general public. Includes chapters on diagnosis, assessment, instruction, care and management, and current research.

Folstein, S. E. & Rutter, M. L. 1988
Autism: Familial aggregation and genetic implications. (38)
Journal of autism and developmental disorders, 18 (1), 3-30.
A literature review. The authors conclude that genetic factors play an important role in the etiology of autism, that this etiology is heterogeneous, and multiple loci are probably involved. They also suggest that autism itself is not inherited, but that some genetic abnormality of language or sociability interacts with other factors to produce autism.

Levinson, B. M. & Osterweil, L. 1984
Autism: Myth or reality? (39)
C. C. Thomas, Springfield, IL
The authors argue that autism is a pervasive developmental disorder that requires a highly individualized treatment. The "environmental pathology" hypothesis is examined and rejected. Includes sections on conceptualizing and diagnosing the disorder, possible causes and treatment approaches.

Webster, C. D., Konstantareas, M. M., Oxman, J. & Mack, J. (Eds.) 1980
Autism: New directions in research and education. (40)
Pergamon Press, New York
The authors present an ethological-information processing theory of autism, based on their clinical research. Stresses sign language as an early communication mode. A slightly different perspective on autism written primarily for professionals.

Farber, J. M. 1986
The autistic child. (41)
Medical aspects of human sexuality, 20 (11), 89-95.
Describes the autistic syndrome, the services which might be required by children with this disorder, and the model of service delivery that is desirable (an interdisciplinary approach). The role of the physician in diagnosis and subsequent management is also considered.

Rumsey, J. M., Rapoport, J. L. & Sceery, W. R. 1985
Autistic children as adults: Psychiatric, social and behavioral outcomes. (42)
Journal of the American Academy of Child Psychiatry, 24 (4), 465-473.
This article examined the psychiatric, social and behavioral outcomes of 14 autistic adult males, 9 of whom were unusually high functioning. Results from structured interviews, parent interviews, and behavioral observations indicate that residual social impairments and varied residual psychiatric and behavioral symptoms were seen in all subjects.

Konstantareas, M. M. 1987
Autistic children exposed to simultaneous communication training: A follow-up. (43)
Journal of autism and developmental disorders, 17 (3), 115-131.
Psychometric testing, communication assessment, and parent and teacher interviews were employed to assess maintenance of treatment gains of autistic children exposed to intensive simultaneous communication training 1-4 years earlier. At least half of the subjects who had become verbal by program termination remained verbal at follow-up. Mute subjects recalled signs better than words. Findings are discussed with respect to their relevance to choice of communication training with autistic children.

Wolf, L. & Goldberg, B. 1986
Autistic children grow up: An eight to twenty-four year follow-up study. (44)
Canadian journal of psychiatry, 31 (6), 550-556.
Questionnaires were sent to parents or caregivers of autistic persons diagnosed between 1960 and 1973 to determine their present place of residence, functioning ability, language development, program involvement, and seizure activity. Results show that more than 50% of the subjects required long-term institutional care.

Gillberg, C. 1984
Autistic children growing up: Problems during puberty and adolescence. (45)
Developmental medicine and child neurology, 26 (1), 125-129.
The paper examines research on pubertal change in children with infantile autism. Physical problems (such as epilepsy) and psychiatric problems (such as deviant sexual behavior) are addressed.

Wing, L. 1985
Autistic children: A guide for parents and professionals/ 2nd edition. (46)
Brunner/ Mazel, New York
An introductory manual for parents and professionals which includes a thorough description of the syndrome, the behavior typically associated with it, possible causes, education and management, effects on the family, and services for children with autism. A helpful and practical guide.

Tinbergen, N., & Tinbergen, E. A. 1983
Autistic children: New hope for a cure. (47)
George Allen and Unwin, Boston
The authors' controversial ethological approach to autism is presented, in which the problem in autism is attributed to a malfunction in the child's social and physical world (a "psychogenic" or "autismogenic" explanation). The "welching" or forced holding procedure is also described.

Dunlap, G. et al. 1983
Autistic self-stimulation and inter-trial interval duration. (48)
American journal of mental deficiency, 88 (2), 194-202.
Analysis of the effects of intertrial intervals on correct responding and self-stimulatory behavior by 4 autistic children, revealed that short intertrial intervals produced decreased levels of self-stimulation and increased levels of correct responding.

Tustin. F. 1981
Autistic states in children. (49)
Routledge & Kegan Paul, London
A psychodynamic or Freudian analysis of autistic states. Includes clinical studies. A distinction is drawn here between "normal primary autism" and "pathological autism." Very technical with a highly specialized vocabulary. Written for psychoanalytically- oriented therapists.

Wing, L. 1980
Autistic children: A guide for parents/ 2nd revised edition. (50)
Constable, London
A practical handbook which describes possible causes of autism and the underlying social and cognitive deficits. Typical behavior problems and possible management programs are described. Teaching techniques, families and siblings of autistic children and service requirements are also discussed. For parents and professionals.

Hobson, R. P. 1986
The autistic child's appraisal of expressions of emotion. (51)
Journal of child psychology and psychiatry and allied disciplines, 27 (3), 321-342.
Examined the ability of autistic, normal, and mentally retarded children to choose drawn and photographed facial features of emotion to "go with" a person videotaped displaying gestures, vocalizations, and contexts indicative of 4 emotional states. Although both autistic and control subjects were adept in choosing drawings of nonpersonal objects to correspond with videotaped cues, the autistic subjects were markedly impaired in selecting the appropriate faces for the videotaped expressions and contexts.

Hobson, R. P. 1987

The autistic child's recognition of age- and sex-related characteristics of people. (52)

Journal of autism and developmental disorders, 17 (1), 63-79.

In this study, both autistic and normal control subjects were able to choose drawings of nonpersonal objects to correspond with videotaped cues. However, autistic subjects were markedly impaired in selecting appropriate faces for videotaped individuals engaging in "typical" gestures, vocalizations, and/or in "typical" contexts. These results may reflect autistic children's relative disability in differentiating adults from children and males from females.

Willis, D. M. 1983

Balancing learning with pleasure. (53)

Pointer, 27 (4), 36-37.

An 8-year-old autistic boy improved his communication and behavior skills after 3 months in a treatment program using walking rails and focusing on body awareness activities designed to reduce autistic movements.

Tager-Flusberg, H. 1985

Basic level and superordinate level categorization by autistic, mentally retarded, and normal children. (54)

Journal of experimental child psychology, 40 (3), 450-469.

The authors examined the hypothesis that autism involves a deficit in the ability to categorize. Findings from 3 experiments suggest that autistic children do not suffer a specific cognitive deficit in the ability to categorize and form abstract concepts, as has been suggested previously in the literature.

Katoh, T. & Kobayishi, S. 1985

A behavior analysis study of auditory discrimination learning in autistic children: Analysis of responses to speech and nonspeech sounds. (55)

Japanese journal of special education, 23 (3), 35-46.

This article determined the characteristics of auditory discrimination learning and response tendencies to speech in 5 male autistic children, using a successive discrimination learning paradigm. Results are partially consistent with those of previous studies which showed that autistic children selectively respond to complex auditory stimuli. However, the present results also indicated that some autistic children showed no evidence of stimulus overselectivity in the auditory mode, contrary to the results of other studies.

Charlop, M. H. et al. 1983

Behavior setting interactions of autistic children: A behavioral mapping approach to assessing classroom behaviors. (56)

Analysis and intervention in developmental disabilities, 3 (4), 359-373.

A behavioral mapping observation procedure was employed in three classrooms with 19 autistic students. Eight behaviors were observed in five typical classroom settings. The results indicated that within a classroom environment, particular settings were associated with high rates of particular behavior and low rates of others.

LaPerchia, P. 1987
Behavioral disorders, learning disabilities and megavitamin therapy. (57)
Adolescence, 22 (87), 729-738.
Reviews research on megavitamin therapy for autism and a number of other disorders. Methodological problems in the studies are noted, and a holistic approach to treating the learning and behaviorally disabled is advocated.

Schreibman, L. et al. 1983
Behavioral training for siblings of autistic children. (58)
Journal of applied behavior analysis, 16 (2), 129-138.
Investigated the effectiveness of a program designed to teach behavior modification procedures to three pairs of normal siblings of autistic children. Siblings learned to use these procedures at a high level of proficiency, and in a generalization setting, with improvements in the behavior of the autistic children.

Lovaas, O. I. 1987
Behavioral treatment and normal educational and intellectual functioning in young autistic children. (59)
Journal of consulting and clinical psychology, 55 (1), 3-9.
This article reports the results of behavior modification treatment for two groups of young autistic children. Follow-up data from an intensive, long-term experimental treatment group are contrasted with data from a control group. The experimental group made better progress.

Lettick, A., Davis, D. H., Wood, L., Simonson, S. M. & Simonson, L. R. 1980
Benhaven's manual for handling severe aggression and self- abuse. (60)
The Benhaven Press, New Haven, CT
The authors describe the treatment procedures for aggressive and self-abusive behaviors, and the guidelines for their use at Benhaven School. Restraint, timeout procedures and confinement are used. A very general description of treatment protocols rather than a manual.

Coleman, M. & Gillberg, C. 1985
The biology of the autistic syndromes. (61)
Praeger, New York, NY
An extensive review of medical research on autism. Includes a review of the known evidence linking autism with an organic problem in the central nervous system, an examination of the disease entities found in a subgroup of children with autistic symptoms, and a summary of research in neurophysiology, neuroradiology, biochemistry, neuropharmacology and neuropathology.

Stermac, L. & Josefowitz, N. 1985
A board game for teaching social skills to institutionalized adolescents. (62)
Journal of child care, 2 (3), 31-38.
Examined whether 7 adolescents with autism, behavior disorders, or psychoses attending a daycare program for chronically institutionalized adolescents would increase their social skills and decrease bizarre behavior by participating in a board game designed to teach social skills through role play. Results show that, following treatment, subjects' social skills significantly increased while bizarre behavior significantly decreased.

Pinney, R. & Schlachter, M., assisted by Andrea Courtenay 1983
Bobby: Breakthrough of an autistic child. (63)
Harvill, London
The story of an autistic child's development and improvement with treatment, as told by his parents and therapist.

Handleman, J. S. & Harris, S. L. 1984
Can summer vacation be detrimental to learning? (64)
Exceptional child, 31 (2), 151-157.
The study examined the performance of four autistic boys trained to a criterion of 80% correct on noun labels. After training, one set of labels was reviewed twice a week for nine weeks (summer vacation); the other received no additional training. Performance on both sets was then retested. Each boy showed greater retention of the rehearsal material compared with the unrehearsed material. Data are seen to support the need for year-round schooling.

Ungerer, J. A. & Sigman, M. 1987
Categorization skills and receptive language development in autistic children. (65)
Journal of autism and developmental disorders, 7 (1), 3-16.
Assessed the category knowledge and receptive speech skills of autistic, mentally retarded and normal children. On an object sorting task, the autistic subjects' knowledge of function, form, and color categories was comparable to that of the comparison groups. Category knowledge and receptive language were more closely associated for mentally retarded and normal subjects than for autistic subjects. Findings indicate that category knowledge is not sufficient for the development of receptive language in autistic children.

Epstein, L. J., Taubman, M. T. & Lovaas, O. I. 1985
Changes in self-stimulatory behaviors with treatment. (66)
Journal of abnormal child psychology, 13 (2), 281-294.
For four of six autistic children who underwent intensive behavioral treatment, the nature of their self-stimulatory behavior changed from initial "low-level" motor behaviors (such as rocking) to differing kinds of "higher-level" behaviors (such as lining of objects or echolalic speech). The changes in self-stimulatory behaviors were attributed to the intense teaching of appropriate social behaviors and the explicit therapeutic suppression of low-level, self-stimulatory behaviors.

Kistner, J. & Robbins, F. 1986
Characteristics of methods of subject selection and description in research on autism. (67)
Journal of autism and developmental disorders, 16 (1), 77-82.
Characteristics of autism research were examined in the survey of a subset of studies. Results indicated inadequacies of subject selection procedures and omission of important descriptive information. The authors stress the need for increased use of objective, quantitative measures of diagnosis and assessment of intellectual abilities.

Prior, M. 1987
Childhood autism. (68)
Australian journal of pediatrics, 23 (3), 147-149.
A review article which describes the autistic syndrome, and discusses current diagnostic issues and research trends in the area.

Massie, H. N. & Rosenthal, J. 1984
Childhood psychosis in the first four years of life. (69)
McGraw-Hill Book Co. of Canada
This article contains the findings of the Early Natural History of Child Psychosis Project, a study of early attachment behaviors and cognitive development of children with a range of disorders, including autism. Written for clinicians and researchers. Includes case studies.

Nelson, D. L. 1984
Children with autism and other pervasive disorders of development and behavior: Therapy through activities. (70)
Slack, Thorofare, NJ
This article is written by an occupational therapist for educators and therapists. Includes information on other disorders as well as autism, behavior modification techniques and "activities therapy." The latter includes sensorimotor as well as sensory integrative activities.

Silver, A. A. 1986
Children with autistic behavior in a self-contained unit in the public schools. (71)
Journal of developmental and behavioral pediatrics, 7 (2), 84-92.
Conducted a comprehensive evaluation, using strict DSM-III criteria, of 33 5-17-year-old children comprising the entire population of a self-contained unit for autistic children in a public school system. Only 5 subjects fit the criteria for early infantile autism.

Donnellan, A. M. (Ed.) 1985
Classic readings in autism. (72)
Teacher's College Press, New York
This volume contains classic articles on autism, with commentaries by contemporary researchers. Kanner's original article, for example, is included and is followed by a commentary by Michael Rutter. Provides a good historical overview of developments in the field. Useful for professionals and parents.

Neef, N. A. et al. 1983
The class specific effects of compliance training with "Do" and "Don't" requests: Analogue analysis and classroom application. (73)
Journal of applied behavior analysis, 16 (1), 81-91.
The authors examined the relationship between compliance with "do" and "don't" requests with 6 developmentally disabled children with severe behavior disorders. Results revealed that training produced generalized compliance only with requests of the same types as the target exemplar.

Dahl, E. K., Cohen, D. J. & Provence, S. 1986
Clinical and multivariate approaches to the nosology of pervasive developmental disorders. (74)
Journal of the American Academy of Child Psychiatry, 25 (2), 170-180.
The researchers conducted a developmental evaluation of 390 children under 72 months of age. Data on demographic, familial, and parental characteristics, behavior, and cognitive functioning are presented for six diagnostic groups, including infantile autism (IA), childhood onset pervasive developmental disorder (COPDD), and reactive disorder. Behavioral variables differentiated the IA group from all others. Findings suggest that the hallmark characteristic of both IA and COPDD is the nature of the cognitive deficit.

Duchan, J. F. 1984
Clinical interactions with autistic children: The role of theory. (75)
Topics in language disorders, 4 (4), 62-71.
This article presents a review of the analysis of autism from the standpoints of behaviorism, psycholinguistic theory, and social interaction theory, and discusses the influences of these theories on clinical interactions. It is asserted that only social-interaction theory offers a method of evaluating the quality of clinical interactions from the autistic child's point of view.

Siegel, L. S. and Morrison, F. J. (Eds.) 1985
Cognitive development in atypical children: Progress in cognitive development research. (76)
Springer- Verlag, New York
An edited collection with some information specific to autism. Two articles which deal with language comprehension and cognitive development in children with autism are included.

Ohta, M. 1987
Cognitive disorders of infantile autism : A study employing the WISC, spatial relationship conceptualization, and gesture imitations. (77)
Journal of autism and developmental disorders, 17 (1), 45-62.
Analyzed the scores of 16 autistic children with WISC Performance IQ's of 70 or more. Subjects showed an inability to acquire concepts of size comparison and spatial relationships through verbal instructions, and often gave partial imitations. These seemed to be related to their inability to integrate another person's body as a whole through visual input.

Freeman, R., Lucas, J. C., Forness, S. R. & Ritvo, E. R. 1985
Cognitive processing of high-functioning autistic children: Comparing the K-ABC and the WISC-R. (78)
Journal of psychoeducational assessment, 3 (4), 357-362.
The researchers compared autistic subjects' scores on the Kaufman Assessment Battery for Children (K-ABC) to their scores on the Wechsler Intelligence Scale for Children-Revised (WISC-R). Results confirm the uneven cognitive development of high-functioning autistic children and suggest the importance of verbal skills in their school performance.

Fein, D., Waterhouse, L., Lucci, D. & Snyder, D. 1985
Cognitive subtypes in developmentally disabled children: A pilot study. (79)
Journal of autism and developmental disorders, 15 (1), 77-95.
The study reports results of cognitive subtyping of 54 developmentally disabled children. Results tentatively suggest that such psychiatric manifestations as aloofness and maintenance of sameness may be relatively independent of cognitive skill patterns.

Dykens, E., Leckman, J., Paul, R. & Watson, M. 1988
Cognitive, behavioral, and adaptive functioning in fragile X and non-fragile X retarded men. (80)
Journal of autism and developmental disorders, 18 (1), 41-52.
Assessed and compared the cognitive, adaptive and behavioral functioning of 12 men with fragile X to matched groups of retarded men without fragile X. The fragile X group was virtually indistinguishable from the matched groups, although fragile X patients were more likely to have achieved levels of adaptive functioning commensurate with their intellectual abilities.

Yates, J. 1986
Communication and intentionality in autism. (81)
Educational and child psychology, 3 (2), 55-60.
Discusses symbolic deficiency and intentionality in autism. Suggests that the cognitive basis of autistic behavior may lie neither in linguistic deficiency nor symbolic and representational deficiency, but in the failure to establish an intentional relationship with the world.

Schopler, E. & Mesibov, G. B. (Eds.) 1985
Communication problems in autism. (82)
Plenum Press, NY
This work is based on the fourth annual TEACCH Conference held in 1983. Contains information on behavioral approaches to language and communication, psycholinguistic approaches, models of language development, explanations of the language problem in children with autism, and intervention approaches.

Communication. (83)
National Society for Autistic Children, London
A quarterly periodical published by the National Society for Autistic Children. Primarily for parents, but also for professionals.

Lord, C., Merrin, D. J., Vest, L. O. & Kelly, K. M. 1983
Communicative behavior of adults with an autistic four-year-old boy and his nonhandicapped twin brother. (84)
Journal of autism and developmental disorders, 13 (1), 1-17.
Sixteen female preschool teachers were videotaped playing in dyads with a nonverbal, socially unresponsive autistic boy and his nonhandicapped, fraternal twin brother. Eight adults were informed that the autistic child had a language disability and did not talk or understand much language; eight adults were not informed about any differences between the children. Language to the autistic child was simpler, more concrete, and more often accompanied by gestures than language to his brother for both groups of subjects. Informed teachers made greater speech modifications to the autistic child and were more successful at keeping him on-task than uninformed adults.

Prizant, B. M. 1987
Communicative intent: A framework for understanding social-communicative behavior in autism. (85)
Journal of the American Academy of Child and Adolescent Psychology, 26 (4), 472-9.
This report examines the issue of communicative intent with reference to how it may contribute to a greater understanding of the social impairment in autism.

Shapiro, T. et al. 1987
Communicative interaction between mothers and their autistic children: Application of a new instrument and changes after treatment. (86)
Journal of the American Academy of Adolescent Psychiatry, 25 (4), 480-484.
The interactive behavior of 5 children with autism and 1 child with dysphasia was studied, using a pragmatic measure of dyadic interpretation. The authors found that, after a nursery program of 5 to 8 months, mothers became less asynchronous and approximated a teacher's success in synchronous dialogue.

Griffin, J. C. et al. 1987
A community survey of self-injurious behavior among developmentally disabled children and adolescents. (87)
Hospital and community psychiatry, 38 (9), 959-63.
The extent, nature, and treatment of self-injurious behavior was surveyed among 2,663 developmentally disabled children and adolescents in a large metropolitan school district. The authors found that most of the self-injurious students in this area were either severely or profoundly retarded, and their mean age was 10.2 years. Almost three-quarters of the students exhibited self-injurious behavior at least daily, but only a third were engaged in formal treatment programs for the problem.

Mullins, M. & Rincover, A. 1985

Comparing autistic and normal children along the dimensions of reinforcement maximization, stimulus sampling, and responsiveness to extinction. (88)

Journal of experimental child psychology, 40 (2), 350-374.

The authors assessed the ability of autistic males and controls to maximize reinforcement, sample stimuli and respond to extinction. Responding to 5 concurrent schedules was monitored. When a given Subject consistently selected a given schedule of reinforcement, it was put on extinction and both perseveration and responding to the remaining schedules of reinforcement were monitored. Results show that autistics did not maximize reinforcement, sampled less efficiently and less often than controls, and were much less responsive to extinction.

Leddet, I. et al. 1986

Comparison of clinical diagnoses and Rimland's E-2 scores in severely disturbed children. (89)

Journal of autism and developmental disorders, 16 (2), 212-225.

The Rimland E-2 questionnaire was applied to three groups of children diagnosed with infantile autism, autism with associated symptoms, and mental retardation. Results confirmed that the scale accurately differentiates autistic from nonautistic children, but it may not permit clear differentiation of infantile autism from autism with associated symptoms.

Schneider, S. G. & Asarnow, R. F. 1987

A comparison of cognitive/neuropsychological impairments of nonretarded, autistic and schizophrenic children. (90)

Journal of abnormal child psychology, 15 (1), 29-45.

Tested schizophrenic, normal and autistic children with the Wisconsin Card Sorting Test, Rey's tangled line test, Benton's judgement of line orientation, a digit substitution test, and the Peabody Picture Vocabulary Test. Based on comparative test scores, it is argued that schizophrenics have a core deficit in momentary processing capacity, while in autistics the core cognitive deficit involves an inability to use language and regulate behavior.

Paul, R., Dykens, E., Leckman, J. F., Watson, M. et al. 1987

A comparison of language characteristics of mentally retarded adults with fragile X syndrome and those with nonspecific mental retardation and autism. (91)

Journal of autism and developmental disorders, 17 (4), 457-68.

Comparative results of a series of speech and language measures of the language of mentally retarded men with the fragile X syndrome, mentally retarded and autistic males, revealed no significant differences between the three groups. Increased rates of echolalia were found in the autistic group. A nonsignificant trend toward poorer performance on expressive measures was noted on the part of the fragile X group.

Handleman, J. S. & Harris, S. L. 1983
A comparison of one-to-one versus couplet instruction with autistic children. (92)
Behavioral disorders, 9 (1), 22-26.
A comparison of individual and couplet instruction with 4 autistic children indicated that couplet training had a disruptive effect for 2 subjects compared to one-to-one instruction. One child learned faster when provided with couplet training. The fourth child showed little difference between the 2 conditions.

Odom, S. L. & Strain, P. S. 1986
A comparison of peer-initiation and teacher antecedent interventions for promoting reciprocal social interaction of autistic preschoolers. (93)
Journal of applied behavior analysis, 19 (1), 59-71.
This article compared peer-initiation and teacher prompting for improving the social interactions of three autistic children. The peer-initiation procedure reliably increased the social responses of the children, whereas the teacher-antecedent condition increased the initiations and responses of the children. In addition, longer chains of social interaction occurred during the teacher-antecedent condition.

Maag, J. W. et al. 1986
Comparison of two short overcorrection procedures on the stereotypic behavior of autistic children. (94)
Journal of autism and developmental disorders, 16 (1), 83-87.
Two short overcorrection procedures were effective in suppressing stereotypic behaviors of a 7 and a 12-year -old autistic student.

Wherry, J. N. & Edwards, R. P. 1983
A comparison of verbal, sign, and simultaneous systems for the acquisition of receptive language by an autistic boy. (95)
Journal of communication disorders, 16 (3), 201-216.
The effectiveness of verbal, sign, and simultaneous systems for the acquisition of receptive language by an autistic boy was investigated. Results suggest nonsignificant differences among the three methods.

Beisler, J. M., Tsai, L. Y. & Vonk, D. 1987
Comparisons between autistic and nonautistic children on the Test for Auditory Comprehension of Language. (96)
Journal of autism and developmental disorders, 17 (1), 95-102.
Examined the performance of 19 matched pairs of autistic and nonautistic children on the Test for Auditory Comprehension of Language. Results indicate no significant differences between groups or between the sexes in either group.

Billingsley, F. & Neel, R. S. 1985
Competing behaviors and their effects on skill generalization and maintenance. (97)
Analysis and intervention in developmental disabilities, 5 (4), 357-372.
The authors investigated the impact of undesirable competing behaviors on the maintenance and generalization of desirable behaviors by an autistic male and a multi-handicapped female. A combination multiple probe and withdrawal design revealed that behaviors that served a relatively obvious function and were desired by classroom teachers were replaced by less desirable behaviors that served the same function within maintenance and/or generalization situations.

Dyer, K. 1987
The competition of autistic stereotyped behavior with usual and specially assessed reinforcers. (98)
Research in developmental disabilities, 8 (4), 607-26.
The author found that reinforcer selection was an important variable in reduction of stereotyped behavior.

Volkmar, F. R., Hoder, E., Lawrence & Cohen, D. J. 1985
Compliance, "negativism", and the effects of treatment structure in autism: A naturalistic, behavioral study. (99)
Journal of child psychology and psychiatry and allied disciplines, 26 (6), 865-877.
This article examined the frequency and interrelationships of several behaviors of 19 autistic subjects in a familiar environment as they interacted with familiar caregivers making familiar requests, to assess the effects of treatment structure on behavior and compliant and noncompliant ("negativistic") responses to demands of caregivers. The data do not support the notion that autistic children are unusually negativistic.

Paul, R. & Cohen, D. J. 1985
Comprehension of indirect requests in adults with autistic disorders and mental retardation. (100)
Journal of speech and hearing research, 28 (4), 475-479.
Eight autistic adults and 8 IQ-matched, mentally retarded subjects were given a task involving the comprehension of structured and unstructured indirect requests. Both groups performed similarly to normal 4- to 6-year-olds.

Strain, P. S. 1987
Comprehensive evaluation of intervention for young autistic children. (101)
Topics in early childhood special education, 7 (2), 97-110.
Describes measurement procedures and experimental designs that can be used to assess the delivery and effects of program components in a comprehensive service delivery system for young autistic children. The importance of documenting the independent variable in early intervention programs is emphasized, and examples are given as to how this might be accomplished.

Gastaut, H. et al. 1987
Compulsive respiratory stereotypies in children with autistic features: Polygraphic recording and treatment with fenfluramine. (102)
Journal of autism and developmental disorders, 17 (3), 391-406.
The authors examined the effect of drug treatment on specific stereotypic behavior.

King, K., Fraser, W. I. & Thomas, P. F. 1987
Computer assisted linguistic analysis of an autistic adolescent's language: implications for the diagnosis of Asperger's syndrome. (103)
Journal of mental deficiency research, 31 (3), 279-286.
A computer-assisted linguistic analysis technique was able to differentiate the speech of an autistic female from normal and schizophrenic speech, and changes indicating some improvement in language function in this subject were evident on re-recording after three years. Implications of this technique for differential diagnosis are discussed.

Panyon, M. V. 1984
Computer technology for autistic students. (104)
Journal of autism and developmental disorders, 14 (4), 375-382.
Following a historical review of the use of microcomputers with autistic students, the article links learning characteristics of autism with capabilities of computer presentations. Implementation strategies, covering curriculum and organizational aspects, are reviewed.

Hedbring, C. 1985
Computers and autistic learners: An evolving technology. (105)
Australian journal of human communication disorders, 13 (2), 169-194.
A research and demonstration computer center for severely handicapped autistic children, STEPPE-Lab, which uses computers as an augmentative communication and instructional system, is described. Five long-term goals for the project are identified, including issues of overselective responding and generalization.

Tager-Flusberg, H. 1985
The conceptual basis for referential word meaning in children with autism. (106)
Child development, 56 (5), 1167-1178.
The authors investigated the nature of the representation of substantive word meanings in 14 autistic, 14 mentally retarded, and 14 normal children. Subjects participated in two experiments investigating their comprehension of words for basic level and superordinate level categories. Findings suggest that semantic knowledge for concrete objects is represented and organized in similar ways in autistic, retarded, and normal children and that previous findings on cognitive deficits in autistic children are more likely related to their inability to use cognitive representations in an appropriate and flexible manner.

Rumsey, J. M. 1985
Conceptual problem-solving in highly verbal, nonretarded autistic men. (107)
Journal of autism and developmental disorders, 15 (1), 23-36.
Nine highly verbal, nonretarded men with autism were studied with the Wisconsin Card Sorting Test, a measure of conceptual problem solving sensitive to frontal system dysfunction, and with a measure of social-adaptive functioning. Significant deficits in the formulation of rules and significant perseverative tendencies were documented in the autistic sample.

Smith, D. E. P., Miller, S. D., Stewart, M., Walter, T. L. & McConnell, J. V. 1988
Conductive hearing loss in autistic, learning disabled, and normal children. (108)
Journal of autism and developmental disorders, 18 (1), 53-65.
Normal, learning disabled and autistic children received repeated impedance measures over 5 weeks. The authors concluded that (1) fluctuating, negative middle ear pressure greater than normal characterizes both autistic and learning-disabled children, (2) the negative pressure is greater in autistic than in learning-disabled children, and (3) the condition is typically bilateral for autistic children.

Dunlap, E. et al. 1984
Continuity of treatment: Toilet training in multiple community settings. (109)
Journal of The Association for Persons with Severe Handicaps, 9 (2), 134-141.
Results showed no consistent trends towards acquisition when training for severely handicapped autistic subjects was provided only in some settings. However, the continuity approach which coordinated all of the children's daily activities produced immediate and steady gains in successful toileting.

McGee, G. G., Krantz, P. G. & McClannahan, L. E. 1984
Conversational skills for autistic adolescents: Teaching assertiveness in naturalistic game settings. (110)
Journal of autism and developmental disorders, 14 (3), 319-330.
A naturalistic social skills training program was used to teach assertive responses to 3 autistic adolescents. Training and assessment of positive and negative assertions occurred in the context of two game situations- a card game and a ball game. Training consisted of modeling and behavioral rehearsal prior to each game, with tokens delivered contingent on assertive responses. The results demonstrated the effectiveness of the procedure in generating high levels of positive and negative assertions that maintained across a 4.5 month follow-up interval.

Curcio, F. & Paccia, J. 1987
Conversations with autistic children: Contingent relationships between features of adult input and children's response adequacy. (111)
Journal of autism and developmental disorders, 17 (1), 81-93.
Conversational turns between mothers, teachers and autistic children, were observed and analysed. Results showed that as the number of facilitating features contained in adults' eliciting utterances increased, the proportion of adequate replies from the subjects increased. It was also found that adults tended to modify their use of facilitating features (e.g., yes/no questions, questions that were conceptually simple, and questions semantically contingent on the child's topic), in response to child feedback. Findings are discussed in terms of pragmatic deficits associated with autism and implications for intervention.

Hung, D. W., Rotman, Z. & Cosentino, A. 1983
Cost and effectiveness of an educational program for autistic children using a systems approach. (112)
Education and treatment of children, 6 (1), 47-68.
A systems approach which features behavioral assessments, a functional curriculum, behavior management, precision teaching, systematic reinforcement, and a structured teaching schedule resulted in greater learning of functional skills, and increased structured teaching time per day compared to 2 control treatments for 12 autistic children.

Nishimura, B., Watanaki, T., Sato, M. & Wakabayashi, S. 1987
The criteria for early use of nonvocal communication systems with nonspeaking autistic children. (113)
Journal of autism and developmental disorders, 17 (2), 243-253.
This article examined criteria to differentiate nonspeaking subjects from speaking autistic pre-school age children, and found that total developmental quotient (DQ), subscale DQs of intellectual, self-care, and motor ability, and several speech production features were the most distinctive indices.

Jackson, H. J. 1983
Current trends in the treatment of phobias in autistic and mentally retarded persons. (114)
Australia and New Zealand journal of developmental disabilities, 9 (4), 191-208.
This article reviews research on phobic disorders of mentally retarded and autistic persons, noting the definitions, incidence, prevalence, etiological explanations, and treatment approaches. Methodological weaknesses are stressed. Behavioral interventions are seen as treatments of choice.

Kitahara, K. 1983
Daily life therapy: A method of educating autistic children. Record of actual education at Musashino Higashi Gakuen School, Japan. 1st edition. (115)
K. Kitahara, Tokyo, Japan
This volume presents the method of educating autistic children used at Musashino Higashi Gakuen School, Japan. "Daily life therapy," a method of group guidance, is advocated. Foreword by Jerome Kagan.

Foxx, R. M. 1982
Decreasing behaviors of severely retarded and autistic persons. (116)
Research Press, Champaign, IL
A technical behavior management manual for parents and practitioners. Topics include: reinforcement procedures, satiation and negative practice, extinction, restraint, punishment, overcorrection, timeout, and generalization and maintenance. Companion volume: Increasing behaviors of severely retarded and autistic persons.

Mundy, P., Sigman, M., Ungerer, J. & Sherman, T. 1986
Defining the social deficits of autism: The contribution of nonverbal communication measures. (117)
Journal of child psychology and psychiatry and allied disciplines, 27 (5), 657-669.
The researhers examined the individual and combined discriminant power of nonverbal communication and object play variables in autistic children, mental- age matched normal and mental- and chronological-age matched mentally retarded controls. Assessments of preverbal communication and play were administered. Deficits in nonverbal indicating behaviors best discriminated the subjects diagnosed as autistic from the other groups.

Dillard, J. W., Elliot, R., Milo, T. & Swicegood, P. 1985
Demographics and development of 58 disturbed children: A retrospective analysis. (118)
Psychology: A quarterly journal of human behavior, 22 (1), 20-26.
The demographic, educational, psychological, and medical information from 58 case studies was analyzed for significant demographic variables and differences related to levels of disturbance. Significant differences in the 4 treatment levels identified (autistic; seriously, moderately, or slightly disturbed), were discovered in the domains of behavior, communication, and socialization but not academics.

Bristol, M. M. 1985
Designing programs for young developmentally disabled children: A family systems approach. (119)
Remedial and special education (RASE), 6 (4), 46-53.
The paper discusses the growing recognition of biological etiology of autism and alternative definitions of the parent or family as focus for intervention are pointed out.

Prior, M. 1985
Developing concepts of childhood autism: The influence of experimental cognitive research. (120)
Annual progress in psychiatry & child development, 430-451.
The author examines the classification of infantile autism and concludes that the DSM-III description of the disorder presents a clear and relatively comprehensive picture and should provide the clinician with a helpful guide for diagnosis. However, it is argued that the list of diagnostic criteria should also include the cognitive and learning deficits of autistic children.

DeVellis, R. F. et al. 1985
Development and validation of the Child Improvement Locus of Control (CILC) scales. (121)
Journal of social and clinical psychology, 3 (3), 307-324.
In Study 1, 145 parents of autistic children completed a questionnaire tapping beliefs about their children's improvement. Oblique factor analysis yielded 5 scales assessing subjects' beliefs in Chance, Divine Influence, Parent, Professional, and Child as factors influencing child improvement.

Wenar, C., Ruttenberg, B. A., Kalish- Weiss, B. & Wolf, E. G. 1966
The development of normal and autistic children: A comparative study. (122)
Journal of autism and developmental disorders, 16 (3), 317-333.
The authors tested the hypothesis that the development of normal and autistic children differs only in rate and asymptote. While many similarities were found, there were a sufficient number of differences to justify the statement in the DSM-III that certain autistic behaviors were not normal at any age. Differences were particularly prominent when the development of normal infants was compared with that of severely disturbed autistic subjects.

Stengel, B. E. 1967
Developmental group therapy with autistic and other severely psychosocially handicapped adolescents. (123)
International journal of group psychotherapy, 37 (3), 417-431.
The author proposes a highly modified version of group therapy to enhance the emotional experience of autistic and similarly developmentally disabled adolescents, in which multiple coleaders actively plan and direct the group process. A case study involving 6 young men in a developmental group is presented. The role of the group therapist is highlighted.

Harris, S. L. & Fagley, N. S. 1987
The developmental profile as a predictor of status for autistic children: Four to seven year follow-up. (124)
School psychology review, 16 (1), 89-93.
This article found significant positive correlations between the related scale scores of autistic children on the Developmental Profile, and each child's current functioning in self-help, physical development, social behavior, academic ability and communication. Findings indicate that this test is easily administered, and appears to have predictive value in the assessment of preschool autistic children.

Wood, M. M. (Ed.) 1981
Developmental therapy sourcebook (Vol. 1: Music, movement and physical skills; Vol. 2: Fantasy and make-believe). (125)
University Park Press, Baltimore
A developmentally oriented sourcebook which includes chapters on creative activities for social-emotional growth, musical activities, playground teaching, physical skills development, leisure activities, fantasy and make believe, storytelling and creative writing. A comprehensive, useful and unique resource for teachers of children with autism.

Lord, C. & Schopler, E. 1985
Differences in sex ratios in autism as a function of measured intelligence. (126)
Journal of autism and developmental disorders, 15 (2), 185-193.
Results from analyses of sex ratios as a function of IQ are presented for 623 autistic children and 506 nonautistic communication-handicapped and behavior-disordered children.
Proportionately more autistic females were found to have IQs of 34 or below than above 34. However, a linear trend of an increasing number of males with increasing intelligence was found only for nonautistic subjects.

Schreibman, L., Kohlenberg, B. S. & Britten, K. R. 1986
Differential responding to content and intonation components of a complex auditory stimulus by nonverbal and echolalic autistic children. (127)
Analysis and intervention in developmental disabilities, *6* (1-2), 109-125.
This article examined whether echolalic and nonverbal autistic children responded overselectively to the intonation or to the content of a complex auditory stimulus differing along these two dimensions. The nonverbal subjects showed evidence of selectively responding to content, and the echolalic subjects showed evidence of selectively responding to intonation.

Baron-Cohen, S., Leslie, A. M. & Frith, U. 1985
Does the autistic child have a "theory of mind"? (128)
Cognition, *21* (1), 37-46.
The authors attempted to explain the social impairment and lack of pretend play demonstrated in autistic children in terms of an inability to comprehend second-order representations and an undeveloped "theory of mind" (i.e., the ability to conceive of the mental states of others). Results of an experiment which involved pretend play suggest that the social impairment demonstrated by autistic children is independent of mental retardation and constitutes a specific deficit associated with autism.

Hobson, R. P. 1984
Early childhood autism and the question of egocentrism. (129)
Journal of autism and developmental disorders, *14* (1), 85-104.
Studies involving normal, autistic, and Down's syndrome children focused on relationships among social competence, capacity to appreciate visuospatial perspectives, and certain cognitive abilities. Findings suggested that autistic subjects are not especially egocentric in their appreciation of visuospatial perspectives.

Van Berckelaer, I. A. 1983
Early childhood autism: A child-rearing problem. (130)
Swets & Zeitlinger, Lisse, The Netherlands
This volume presents published results of a study of diagnostic and assessment procedures for autism. Includes an historical survey of the field. Here autism is viewed as a theoretical construct, and is operationally defined as a child-rearing problem.

Morgan, S. B. 1986
Early childhood autism: Changing perspectives. (131)
Journal of child and adolescent psychotherapy, *3* (1), 3-9.
A review article which describes autism as a pervasive developmental disorder with cognitive impairment as a central feature. It is suggested that autism is the behavioral end-product of underlying organic deficits that affect not only cognitive functioning but also emotional and affective perception and responsiveness.

Strain, P. S. et al. 1983
The Early Childhood Research Institute: An overview. (132)
Journal of the Division for Early Childhood, *7*, 25-31.
Research at the University of Pittsburgh will concentrate on developing assessment instruments and accompanying instructional strategies for autistic-like preschool children and their families.

Konstantareas, M. 1986
Early developmental backgrounds of autistic and mentally retarded children: Future research directions. (133)
Psychiatric clinics of North America, 9 (4), 671-688.
This article discusses the main diagnostic distinctions between autism and mental retardation as a basis for reviewing available evidence on possible commonalities and differences in the developmental backgrounds of autistic versus mentally retarded children. It is asserted that such children share deficits in cognitive impairment and pervasiveness in developmental delays, but they differ in the quality and severity of presenting symptoms.

Koegel, R. L., Rincover, A. & Egel, A. L. 1982
Educating and understanding autistic children. (134)
College Hill Press, San Diego, CA
This book is a useful guide for teachers and therapists. Includes information on assessment, diagnosis and curriculum, learning characteristics, classroom integration and teacher training, and generalization and maintenance of treatment gains.

Valcante, G. 1986
Educational implications of current research on the syndrome of autism. (135)
Behavioral disorders, 11 (2), 131-139.
This article provides findings from a review of recent empirical studies on autism in the areas of behavioral characteristics (stimulus overselectivity, echolalia, imitation) and treatment interventions (social language development, stereotypic behavior, instructional design).

Powers, M. D. & Crowel, R. L. 1985
The educative effects of positive practice overcorrection: Acquisition, generalization, and maintenance. (136)
School psychology review, 14 (3), 360-372.
The authors described the treatment of an autistic boy's stereotypic vocal behavior. A positive practice overcorrection procedure that incorporated a specific learning objective into the treatment protocol, produced a rapid reduction in the child's stereotypic vocalizations.

Dorenbaum, D., Mencel, E., Blume, W. T. & Fishman, S. 1987
EEG findings and language patterns in autistic children: Clinical correlations. (137)
Canadian journal of psychiatry, 32 (1), 31-34.
This article examined the hypothesis that the level of functioning of autistic children correlates with their EEG profile. Analysis did not show a significant correlation between EEG changes and speech performance. The authors recommend the sleep deprivation technique when "difficult" children must undergo EEG testing.

Powers, M. D. & Thorwarth, C. A. 1985
The effect of negative reinforcement on tolerance of physical contact in a preschool autistic child. (138)
Journal of clinical & child psychology, 14 (4), 299-303.
Baseline data on 30-month-old autistic boy indicate that the Subject screamed and cried whenever he was approached, held or touched by an adult. During 9 90 minute sessions, the Subject was required to sit quietly in the tutor's lap for a gradually lengthened time in order to be released for 30 sec. of free time. Tolerance of physical contact increased rapidly, such that 100% quiet was achieved by the ninth session. Follow-up data at 4 and 5 weeks reflect 100% maintenance.

Smith, D. E. P. et al. 1985
Effect of using an auditory trainer on the attentional, language, and social behavior of autistic children. (139)
Journal of autism and developmental disorders, 15 (3), 285-302.
Two groups of 7 autistic children wore auditory trainers for specified times. Results demonstrate a decrease in time spent withdrawn and increases in signing and school-appropriate behavior.

Mirenda, P. L. & Donnellan, A. M. 1986
Effects of adult interaction style on conversational behavior in students with severe communication problems. (140)
Language, speech and hearing services in schools, 7 (2), 126-141.
The study compared the verbal output of 12 adolescents with autism or mental retardation with adults using two different sets of verbal behaviors. Results indicated that when the adults used a facilitative rather than a directive (or question-based) style, subjects indicated a slighlty higher proportion of main topics and produced significantly higher proportions of both spontaneous comments and questions in their conversational exchanges.

Aiken, J. M. & Salzberg, C. L. 1984
The effects of a sensory extinction procedure on stereotypic sounds of two autistic children. (141)
Journal of autism and developmental disorders, 14 (3), 291-299.
A reversal design was used to investigate the effects of a sensory extinction procedure on the stereotypic sounds of 2 autistic children. White noise programmed through earphones was used to mask auditory stimuli from aberrant vocalizations, and from clapping hands and dropping objects. The sensory extinction procedure substantially reduced the stereotypic vocalizations but had little effect on the clapping and object-dropping responses.

Schopler, E. & Mesibov, G. (Eds.) 1984
The effects of autism on the family. (142)
Plenum Press, NY
Based on material from the annual TEACCH Conference (May, 1982) on the effects of autism on the family. Information presented includes research concerning families of children with autism, the professional's role as advocate, advocacy, parents and families as trainers and trainees, and emotional support and siblings.

Gordon, R., Handleman, J. S. & Harris, S. L. 1986
The effects of contingent versus noncontingent running on the out-of-seat behavior of an autistic boy. (143)
Child and family behavior therapy, 8 (3), 37-44.
Examined the effects of contingent versus noncontingent running on the out-of-seat behavior of an autistic boy. Results show that only contingent jogging led to a significant decline in frequency of out-of-seat behavior that was maintained for 12 months.

Charlop, M. H. 1983
The effects of echolalia on acquisition and generalization of receptive labeling in autistic children. (144)
Journal of applied behavior analysis, 16 (1), 111-126.
Two experiments assessed the effects of autistic immediate echolalia on acquisition and generalization of receptive labeling tasks. The results indicated: 1) that incorporating echolalia (echo of the requested object's label) into the task before the manual response (handing the requested object to the experimenter) facilitated receptive labeling; and 2) that echolalia facilitated generalization for echolalic autistic children but not for functionally mute autistic children. The results of the study are discussed in terms of stimulus control.

Yarbrough, E., Santat, U., Perel, I., Webster, C. et al. 1987
Effects of fenfluramine on autistic individuals residing in a state developmental centre. (145)
Journal of autism and developmental disorders, 17 (3), 303-314.
The authors examined the effects of fenfluramine on 21 maladaptive behaviors in 20 autistic individuals over a 9-month period utilizing a double-blind, crossover, placebo-controlled design. Raters carried out time-sampled observations in the school and residence. Results demonstrate that fenfluramine caused no significant reductions in maladaptive behaviors.

August, G. J., Raz, N. & Baird, T. D. 1985
Effects of fenfluramine on behavioral, cognitive and affective disturbances in autistic children. Brief report. (146)
Journal of autism and developmental disorders, 15 (1), 97-107.
This article examined the specific effects of the administration of fenfluramine on behavior, cognition and affective disturbances in autistic children.

Beisler, J. M., Tsai, L. Y. & Stiefel, B. 1986
The effects of fenfluramine on communication skills in autistic children. (147)
Journal of autism and developmental disorders, 16 (2), 227-231.
The authors examined the effect of fenfluramine on communication skills in 6 autistic males over a 9-month period. Results demonstrate that fenfluramine had no significant effect on the communicative behaviors of these subjects.

Groden, G. 1987
Effects of fenfluramine on the behavior of autistic individuals. (148)
Research in developmental disabilities, 8 (2), 203-211.
This research examined the use of fenfluramine with four autistic children, and found no significant side effects, a reduction in some deviant behaviors, and an improvement in activity level/ attention span.

Fenton, D. M. & Penney, R. 1985
The effects of fluorescent and incandescent lighting on the repetitive behaviors of autistic and intellectually handicapped children. (149)
Australia and New Zealand journal of developmental disabilities, 11 (3), 137-141.
Repetitive behaviors of five autistic and five intellectually handicapped children were observed under both fluorescent and incandescent lighting conditions. Findings supported the hypothesis that autistic children engage in a significantly greater frequency of stereotypies under fluorescent lighting.

Friman, P. C. et al. 1984
Effects of punishment procedures on the self-stimulatory behavior of an autistic child. (150)
Analysis and intervention in developmental disabilities, 4 (1), 39-46.
Three punishment procedures- contingent applications of watermist, lemon juice, and vinegar- were evaluated as aversive treatment methods for a self-stimulatory behavior exhibited by an 11-yr old boy. The watermist procedure was as effective as lemon juice or vinegar, presented less physical threat to the client, and was preferred by the staff.

Villarreal, L. & Gaviria, P. 1984
Effects of reinforcement of multiple operations , and intertrial duration and activity in autistic and retarded children's learning [English abstract]. (151)
Revista de analisis del comportamiento, 2 (2), 187-201.
Data indicate that reinforcement of multiple operations and filling of the intertrial intervals with freely chosen activities eliminated the negative effects of long intertrial intervals. Results suggest that manipulation of these variables can be a practical alternative to stimulus novelty, variation, and short intertrial intervals.

Myer, L. H. et al. 1987
The effects of teacher intrusion on social play interactions between children with autism and their nonhandicapped peers. (152)
Journal of autism and developmental disorders, 17 (3), 315-32.
Investigated the effects of high versus low levels of teacher intrusion on the behavior of elementary age children with autism and nonhandicapped peers during dyadic play interactions. There were few differences in behavior across the two conditions.

Sugai, G. & White, W. J. 1986
Effects of using object self-stimulation as a reinforcer on the prevocational work rates of an autistic child. (153)
Journal of autism and developmental disorders, 16 (4), 459-471.
Examined the effects of object self-stimulation on the task-interrupting self-stimulatory behavior and work responses of a 13-year-old autistic boy. A systematic manipulation of object self-stimulation was associated with increases in correct rates and decreases in task-interrupting self-stimulation.

Polloway, E. A., Cronin, M. E. & Patton, J. R. 1986
The efficacy of group versus one-to-one instruction: A review. (154)
Remedial and special education (RASE), 7 (1), 22-30.
This article reviewed research conducted between 1970 and 1984 on the effectiveness, efficiency, and social benefits of group versus one-to-one instruction and training in special education with handicapped adults. Results of the research summarized encourage the consideration of group training approaches as a primary instructional basis for programing efforts with handicapped students.

Mohr, C. & Sharpley, C. F. 1985
Elimination of self-injurious behavior in an autistic child by use of overcorrection. (155)
Behavior change, 2 (2), 143-147.
The authors compared the effectiveness of mild punishment, overcorrection, and reinforcement of an alternative behavior to reduce and eliminate the occurrence of self-injurious behavior in an autistic severely retarded boy who had sustained major damage to his wrists and fingers. Banging and touching of a protective cast and later the injured hand itself were reduced to zero in approximately 3 weeks. The self-injurious behavior was still extinguished at 10-month follow-up.

Grandin, T. and Scariano, M. 1986
Emergence labeled autistic. (156)
Arena Press, Novato, CA
The autobiography of Grandin Temple, a woman with autism who was able to obtain a Ph.D. Provides an interesting insight into what it is like to have the disorder.

Henley, D. 1986
Emotional handicaps in low-functioning children: Art educational/ art therapeutic interventions. (157)
Arts in psychotherapy, 13 (1), 35-44.
The author reports on his art therapy program, which involved 4 16-18-year-old severely to profoundly retarded adolescents with autistic tendencies who were also chronic self-abusers. The art therapy interventions were aimed at promoting the subjects' emotional, cognitive, and creative growth.

Siegel, B., Anders, T. F., Ciaranello, R. D., Bienenstock, B. & Kraemer, H. C. 1986
Empirically derived subclassification of the autistic syndrome. (158)
Journal of autism and developmental disorders, 16 (3), 275-293.
A method is presented for empirical subclassification of autistic and autistic-like children, based on observations of current behavior. Preliminary findings are presented, including an effort to validate the subclasses by suggesting possible relationships between subtype membership and perinatal markers, developmental milestones, and independent measures of concurrent behavior.

McCaleb, P. & Prizant, B. M. 1985
Encoding of new versus old information by autistic children. (159)
Journal of speech and hearing disorders, 50 (3), 230-240.
This article focused on describing 4 autistic children's verbal performance regarding pragmatic ability of encoding new versus old information. Results revealed that subjects did encode new information through lexicalization in single-word utterances and through contrastive stress in multiword utterances. However, they encoded old information almost as frequently as they encoded new information.

Neef, N. A. et al. 1984
Establishing generative yes/no responses in developmentally disabled children. (160)
Journal of applied behavior analysis, 17 (4), 453-460.
Four autistic pre-schoolers participated in a study which indicated the effectiveness of sequential implementation of imbedded instruction rather than tutoring on enhancing the acquisition of yes/no responses.

Volkmar, F. R., Cicchetti, D. V., Dykens, E., Sparrow, S. S., Leckman, J. F. & Cohen, D. J. 1988
An evaluation of the Autism Behavior Checklist. (161)
Journal of autism and developmental disorders, 18 (1), 81-98.
This article evaluated the Autism Behavior Checklist in a group 157 subjects, 94 clinically autistic and 63 nonautistic. The two groups differed significantly in ratings of pathology. Effects of developmental level and age were observed. The ABC appears to have merit as a screening instrument, though results of the checklist alone cannot be taken as establishing a diagnosis of autism.

Courchesne, E., Lincoln, A. J., Kilman, B. A. & Galambos, R. 1985
Event-related brain potential correlates of the processing of novel visual and auditory information in autism. (162)
Journal of autism and developmental disorders, 15 (1), 55-76.
Event-related brain potentials (ERPs) elicited by visual and auditory stimuli were recorded from nonretarded individuals with autism and age-matched normal controls. Visual ERP abnormalities in the autistic group differed from auditory abnormalities. Results suggest that (1) nonretarded autistic individuals may have a limited capacity to process information; (2) classification of simple visual information may be less impaired than auditory; and (3) with one exception, visual and auditory ERP abnormalities do not seem to reflect maturational delay.

The exceptional child. (163)
University of Queensland Press, St. Lucia (Australia)
This journal frequently publishes articles on autism and related topics.

Shepherd, T. R. & Arthur, B. 1986
Experience from language: An autistic case example. (164)
Academic therapy, 21 (5), 605-613.
A modification of the language experience approach in which meaningful experiences form the basis for evoking language is illustrated with an autistic person.

Volkmar, F. R. & Cohen, D. J. 1985
The experience of infantile autism: A first-person account by Tony W. (165)
Journal of autism and developmental disorders, 15 (1), 47-54.
A first-person account of the experience of autism is presented by a 22-yr-old man who was first evaluated at the Yale Child Study Centre at 26 months of age. His history and current status are reviewed. Factors related to outcome and diagnostic issues are discussed.

Snow, M. E., Hertzig, M. E., & Shapiro, T. 1987
Expression of emotion in young autistic children. (166)
Journal of the American Academy of Child and Adolescent Psychiatry, 26 (6), 836-838.
Expression of emotion was examined in a group of 10 preschool aged autistic children and a group of 10 developmentally delayed children matched for chronological and mental age. The autistic children were found to display less positive affect than the delayed children. In addition, the positive affect displayed by the autistic children was less likely to be partner-related and more likely to be related to self-absorbed activity than was the case with the delayed children. The groups did not differ with respect to frequency of negative affect.

McGee, G. G., Krantz, P. J. & McClannahan, L. E. 1986
An extension of incidental teaching procedures to reading instruction for autistic children. (167)
Journal of applied behavior analysis, 19 (2), 147-157.
In an extension of incidental teaching procedures to reading instruction, 2 autistic children acquired functional sight-word reading skills in the context of a play activity. Subjects gained access to preferred toys by selecting the label of the toy in tasks requiring increasingly complex visual discriminations.

Sainato, D. M. 1987
Facilitating transition times with handicapped preschool children: A comparison between peer-mediated and antecedent prompt procedures. (168)
Journal of applied behavior analysis, 20 (3), 285-91.
The authors compare two procedures for improving transition times.

McGee, G. G. et al. 1985
The facilitative effects of incidental teaching on preposition use by autistic children. (169)
Journal of applied behavior analysis, 18 (1), 17-31.
Results of a comparative analysis of highly structured training versus incidental teaching of preposition use, clearly indicated that incidental teaching promoted greater generalization and more spontaneous use of prepositions by autistic children.

Baird, T. D. & August, G. J. 1985
Familial hetereogeneity in infantile autism. (170)
Journal of autism and developmental disorders, 15 (3), 315-321.
Incidence of autism and cognitive disability was assessed in the biological siblings of 29 autistic probands subdivided on the basis of IQ. A significant clustering of autism and nonspecific intellectual retardation was found in siblings of severely retarded autistic probands which was not present in siblings of the higher-functioning autistic sample.

Harris, S. L. 1986
Families of children with autism: issues for the behavior therapist. (171)
Behavior therapist, 9 (9), 175-177.
The author presented issues for the behavior therapist to consider when working with families of children with autism. Studies on training parents and siblings to act as behavior therapists for the autistic child are reviewed. The impact of the autistic child on the family is discussed in relation to stresses and demands on coping abilities.

Hendrickson, C. & Simpson, R. L. 1984
A family style lunch program to aid social development of autistic youth. (172)
Teaching exceptional children, 17 (1), 27-30.
Four autistic or autistic-like adolescents who participated in a family-style lunch program designed to promote appropriate interaction increased their social initiations, social responses, total words spoken per lunch period, and the mean number of words per comment.

Harris, S. L. 1986
A 4- to 7-year questionnaire follow-up of participants in a training program for parents of autistic children. (173)
Journal of autism and developmental disorders, 16 (3), 377-383.
A survey of parents of 30 autistic children who participated in a behavioral early intervention program, showed that children's intake IQ's and speech abilities were related to follow-up ratings of general skill level and parents' optimism about the children's present and future lives. Age at intake was positively related to current speech measures. In general, children currently showed only slight impairment in motor skills but large deficits in play, scholastic and social skills.

Miranda, P. L., Donnellan, A. M. & Yoder, D. E. 1983
Gaze behavior: A new look at an old problem. (174)
Journal of autism and developmental disorders, 13 (4), 397-409.
The authors reviewed the research and clinical literature that has investigated the topography and functions of eye-to-eye gaze in normal children and adults. These data and data from a recent pilot study are then compared to the criteria typically used in eye-contact training programs with autistic children. This comparison reveals some educationally relevant discrepancies between the normative data and the training criteria.

Brady, M. P. et al. 1984
Generalization of an adolescent's social interaction behavior via multiple peers in a classroom setting. (175)
Journal of The Association for Persons with Severe Handicaps, 9 (4), 278-286.
The author describes results of a study involving an autistic adolescent which revealed that spontaneous interactions with and initiations to nonhandicapped peers increased with the introduction of the second training peer. Across-peer generalization was more evident after training with the third peer and continued after cessation of training tactics.

Strain, P. S. 1983
Generalization of autistic children's social behavior change: Effects of developmentally integrated and segregated settings. (176)
Analysis and intervention in developmental disabilities, 3 (1), 23-34.
Four 7 to 10-year-old boys with autistic-like behavior were examined with behavioral and observational measures in peer mediated training, an integrated generalization assessment, and a segregated generalization assessment setting. Results favored the developmentally integrated condition for increases of positive social behaviors.

Handleman, J. S. 1986
A glimpse at current trends in the education of autistic children. (177)
Behavior therapist, 9 (7), 137-139.
Examination of prominent views on educating autistic children revealed the following program components related to the success of treatment and the selection of appropriate programs: comprehensive curriculum in communication, cognitive, and social areas; a behavioral approach; low student-teacher ratios; full-day/ year-round programs; family involvement; and transitional services involving systematic programming.

Cohen, D. J. & Donnellan, A. M. (Eds.) 1987
Handbook of autism and pervasive developmental disorders. (178)
Wiley, NY
A comprehensive, state-of-the-art collection of information in the field of research and services for autism. Contains chapters concerning cognitive, perceptual, social and communicative development, as well as educational programming trends, services and social policy.

Fein, D., Waterhouse, L., Lucci, D., Pennington, B. & Hulmes, M. 1985
Handedness and cognitive functions in pervasive developmental disorders. (179)
Journal of autism and developmental disorders, 15 (3), 323-333.
Performance on a battery of cognitive measures was analyzed in terms of hand preference for 62 children with pervasive developmental disorders including autism. There was a clear though nonsignificant trend on all tests for left handers to have higher scores than right handers.

Arnold, G. & Schwartz, S. 1983
Hemispheric lateralization of language in autistic and aphasic children. (180)
Journal of autism and developmental disorders, 13 (2), 129-139.
Autistic, language-impaired, and non-language-impaired children were compared on a dichotic listening task designed to overcome some of the deficiencies of earlier research. Language-impaired children showed a left ear bias for language material (indicating right hemisphere lateralization of language), while autistic and non-language-impaired children showed the opposite, right-ear bias. As the autistic children showed a pattern similar to that of normal children, the present experiment found no evidence for either left hemisphere damage or aphasic-like performance among autistic children.

Dawson, G., Finley, C., Phillips, S. & Galpert, L. 1986
Hemispheric specialization and the language abilities of autistic children. (181)
Child development, 57 (6), 1440-1453.
Investigated the relationship between patterns of hemispheric specialization for speech processing and language ability in male autistic and normal children. Measures of hemispheric assymmetry and a battery of language tests were conducted. Most autistic subjects showed reversed (right hemisphere dominant) but not necessarily reduced, patterns of hemispheric assymetry. Autistic subjects with more advanced language abilities were more likely to exhibit a normal direction of hemispheric laterality. Findings indicate the possibility that a shift from right to left hemisphere speech processing occurs as the autistic child acquires spoken language.

Simons, J. and Oishi, S. 1987
The hidden child: The Linwood method for reaching the autistic child. (182)
Woodbine House, Kensington, MD
This book contains a description of the treatment method used at the Linwood Children's Center. The approach contains elements of behavioral and humanistic therapies. Forward by Bertram Ruttenberg.

Romanczyk, R. G. 1981
How to create a curriculum for autistic and other handicapped children. (183)
H & H Enterprises, Lawrence, KS
This manual for teachers presents a step-by-step procedure with which to develop a curriculum for autistic and other handicapped children. Techniques presented are based on applied behavior analysis. Deals with planning assessment, legal implications, staff and administrative needs, curriculum content, I.E.P. development, staff training and summative evaluation.

Favell, J.E. & Greene, J.W. 1981
How to treat self-injurious behavior. (184)
H & H Enterprises, Lawrence, KS
This manual provides parents, teachers, and therapists with a step-by-step approach to treating self-injurious behavior. Steps in manual form an overall treatment program that emphasizes environmental modification to encourage more appropriate behavior.

Rincover, A. 1980
How to use sensory extinction: A nonaversive treatment for self-stimulation and other behavior problems. (185)
H & H Enterprises, Lawrence, KS
A clear, concise "how to" book written for parents and professionals that presents the sensory extinction procedure to treat self-stimulatory or self-injurious behavior. Numerous clinical examples are provided.

Van Bourgondien, M. E. & Mesibov, G. B. 1987
Humor in high functioning autistic adults. (186)
Journal of autism and developmental disorders, 17 (3), 417-424.
Examined the humor used by a group of 9 autistic adults who were participating in a social skills group. The most common types of jokes were preriddles and those having lexical and phonological ambiguity. Data demonstrate that subjects enjoyed a wide range of jokes and that humor seemed to enrich their lives.

Whitehouse, D. & Harris, J. C. 1984
Hyperlexia in infantile autism. (187)
Journal of autism and developmental disorders, 14 (3), 281-289.
The authors provide followup of 20 boys diagnosed with infantile autism which revealed subjects' compulsion to decode written materials without comprehension of its meaning. It is suggested that the presence of hyperlexia may identify a subgroup of autistic children.

Durand, V. M. & Crimmins, D. B. 1988
Identifying the variables maintaining self-injurious behavior. (188)
Journal of autism and developmental disorders, 18 (1), 99-117.
This article reports reliability and validity data for the Motivation Assessment Scale (MAS), an instrument designed to identify variables maintaining self-injurious behavior. Initial results regarding reliability and validity are encouraging. The authors present the MAS as an alternative or adjunct to more formal functional analyses of self-injurious behavior.

Tiegerman, E. & Primavera, L. H. 1984
Imitating the autistic child: Facilitating communicative gaze behavior. (189)
Journal of autism and developmental disorders, 14 (1), 27-38.
Three kinds of adult-child interaction that differentialy affected changes in gaze behavior of 6 autistic children were investigated. The interaction procedure in which the experimentar imitated the child's object and action performances resulted in the greatest change in the frequency and duration of gaze behavior.

Dawson, G. & Adams, A. 1984
Imitation and social responsiveness in autistic children. (190)
Journal of abnormal child psychology, 12 (2), 209-226.
Imitation and object permanence skills were assessed for 15 autistic children, aged 4-6 years, through the observation of language and social behaviors during free play. Results suggested that developmental level is an important element of imitative behavior and social responsiveness.

Mangus, B., Henderson, H. & French, R. 1986
Implementation of a token economy by peer tutors to increase on-task physical activity time of autistic children. (191)
Perceptual and motor skills, 63 (1), 97-98.
Data generated from the implementation of a token economy were graphed for visual inspection of the raw data and means. Results showed that 4 subjects improved their time on task on the balance beam in at least 1 of the intervention phases; the other subject did not improve during the intervention phases, but there was a positive slope in the final intervention phase.

Edelson, S. M. 1984
Implications of sensory stimulation in self-destructive behavior. (192)
American journal of mental deficiency, 89 (2), 140-148.
The author extends the self-stimulatory theory of self-destructive behavior to suggest that damage to the skin's nerve structure lowers the tactile sensory threshold for physical input and enables individuals to obtain sensory stimulation by repeatedly depressing the damaged area.

Charlop, M. H. & Walsh, M. R. 1986
Increasing autistic children's spontaneous verbalizations of affection. An assessment of time delay and peer modeling procedures. (193)
Journal of applied behavior analysis, 19 (3), 307-314.
Assessed the efficacy of time delay and peer modeling procedures in increasing autistic children's spontaneous verbalizations of affection. Four subjects were taught to spontaneously say "I love you" in response to a hug from a familiar person and their mother. Results indicate that the time delay was a quick and effective procedure for all subjects. Peer modeling was unsuccessful in teaching the target behavior. Parents and siblings perceived subjects to be more sociable and lovable following intervention and to demonstrate fewer inappropriate behaviors.

Foxx, R. M. 1982
Increasing behaviors of severely retarded and autistic persons. (194)
Research Press, Champaign, IL.
This is a problem-solving behavior management manual for parents and practitioners. Topics include: behavioral objectives, reinforcers, stimulus control, schedules of reinforcement, shaping, fading, task analysis and graduated guidance. Companion volume: Decreasing behaviors of severely retarded and autistic persons.

Peck, C. A. 1985
Increasing opportunities for social control by children with autism and severe handicaps: Effects on student behavior and perceived classroom environment. (195)
Journal of The Association for Persons with Severe Handicaps, 10 (4), 183-193.
An intervention procedure consisting of identifying or arranging a social/communicative situation, waiting for and observing student-initiated social/communicative behavior, and imitating and elaborating on responses was effective in increasing student opportunities for controlling aspects of student-teacher interaction. Improvements in classroom social climate were also noted.

Brady, M. P., Shores, R. E., McEvoy, M. A., Ellis, D. et al. 1987
Increasing social interactions of severely handicapped autistic children. (196)
Journal of autism and developmental disorders, 17 (3), 375-90.
The authors implemented a peer-initiation training procedure across multiple peer trainers to examine social interactions between 2 autistic children and their 9 nonhandicapped peers. Results indicate that spontaneous interactions during nontraining periods were primarily with training peers. Results are discussed in relation to the social interactions of autistic and severely withdrawn handicapped children and to peer-initiation training procedures.

Charlop, M. H. et al. 1985
Increasing spontaneous verbal responding in autistic children using a time-delay procedure. (197)
Journal of applied behavior analysis, 18 (2), 155-166.
A time delay procedure was examined to increase the spontaneous speech of seven autistic children. All subjects learned to request items spontaneously and generalized this behavior across settings, people, situations, and to objects which had not been taught.

Dunlap, G. & Johnson, J. 1985
Increasing the independent responding of autistic children with unpredictable supervision. (198)
Journal of applied behavior analysis, 18 (3), 227-236.
Multiple baseline analysis of responses of three autistic children revealed that unpredictable supervision (in which the therapist was present on a random, intermittent, and unpredictable basis) produced much higher levels of on-task responding during the therapist's absence.

Hoyson, M. et al. 1984
Individualized group instruction of normally developing and autistic-like children: The LEAP Curriculum Model. (199)
Journal of the Division for Early Childhood, 8 (2), 157-172.
This article described an approach to individualize group instruction and evaluates preacademic/academic program effects for normal and autistic-like children. Features of the program include: individualized curriculum; frequent assessment of intervention impact; opportunities to revise curricular objectives; planning lessons; management of group behavior; and daily review of goal plans.

Kalmanson, B. & Pekarsky, J. H. 1987
Infant-parent psychotherapy with an autistic toddler. (200)
Zero to three, 7 (3), 1-8.
The authors presented the motor, perceptual, social-emotional, language, and mental representation signs of autism in infancy through 3 years, and described a 3-year course of infant-parent psychotherapy with an autistic toddler. Treatment focused on developing a mutually satisfying relationship between parent and child and required careful attention to parents' feelings and the child's affective experience and needs.

Sanua, V. D. 1987
Infantile autism and parental socioeconomic status: A case of bimodal distribution. (201)
Child psychiatry and human development, 17 (3), 189-198.
The author analysed 11 studies which investigated the relationship between social class and autism, and obtained SES distributions of parents which were bimodal. It is suggested that the question of upper SES of parents of autistic children is still open.

Koegel, R. L., Dyer, K. & Bell, L. K. 1987
The influence of child-preferred activities on autistic children's social behavior. (202)
Journal of applied behavior analysis, 20 (3), 243-252.
Results of this study revealed a negative correlation between appropriate child-preferred activities (rather than activities arbitrarily chosen by an adult) and social avoidance behavior. The data suggest that manipulation of task variables may influence severe social unresponsiveness in autistic children.

Kern, L., Koegel, R. L. & Dunlap, G. 1984
The influence of vigorous versus mild exercise on autistic stereotyped behaviors. (203)
Journal of autism and developmental disorders, 14 (1), 57-67.
The authors investigated whether exercise would differentially affect subsequent stereotyped behaviors in three autistic children (7-11 years old). Results demonstrated that 15 minutes of mild exercise had little influence on subsequent stereotyped responding, and that 15 minutes of continuous and vigorous exercise was always followed by reductions in stereotyped behaviors.

Stephens, M. I. 1985
Innovative educational program for communicative enhancement in students with autism. (204)
Journal of childhood communication disorders, 8 (2), 223-224.
Communication disorders specialists play an expanded role in a collaborative project for autistic students. The project features small caseloads, in-class instruction, parental involvement, emphasis on naturally occurring events, and interactions with nonhandicapped peer models.

Martin, A.M. 1984
Inside out/1st edition. (205)
Holiday House, NY
This is a fictional account of an older brother's feelings about his younger brother who has autism, written by a woman who has taught children with the disorder. Appropriate for school-age readers, particularly siblings of handicapped children.

Hackney, A. 1985
Integration from special to ordinary schools in Oxfordshire. (206)
Educational and child psychology, 2 (3), 88-95.
The author presented results of a research project which focussed on the integration of children with special needs from special to ordinary schools. Results are presented concerning information about the children who take part in the integration schemes, the nature of the integration programs, support given to integration schemes, the autistic unit, and planning implications.

Darby, C. & Billingsley, F. F. 1983
An investigation of the educative effects of overcorrection on the behavior of an autistic child. (207)
Behavioral disorders, 8 (1), 11-21.
A short overcorrection procedure involving appropriate play with target toys was used to consequate the stereotypic manipulation of objects by an autistic child in a free play situation. Results indicate that overcorrection does not necessarily possess educative value.

Everard, P. 1980
Involuntary strangers: Autism, the problems faced by parents. (208)
John Clare Books, London
The mother of an autistic boy recounts her experiences parenting and teaching her son. Aspects of the autistic syndrome are presented in a second section in a clear, concise manner. Includes an appendix with information and an informal assessment scheme. For parents and professionals.

Cohen, D. J., Paul, R. & Volkmar, F. R. 1986
Issues in the classification of pervasive and other developmental disorders: Toward DSM-IV. (209)
Journal of the American Academy of Child Psychiatry, 25 (3), 213-220.
The authors discussed research that has demonstrated the utility and limitations of the DSM-III diagnostic scheme for the pervasive developmental disorders such as autism. It is suggested that changes in the axial placement of disorders and further elaboration of the multiaxial system would permit increased specificity of individual differences within diagnostic categories.

Cohen, D. J., Volkmar, F. R. & Paul, R. 1986
Issues in the classification of pervasive developmental disorders: History and current nosology. (210)
Journal of the American Academy of Child Psychiatry, 25 (2), 158-161.
This article critiques the DSM-III comprehensive diagnostic system for infantile autism and other pervasive developmental disorders. Advantages and disadvantages of the system are discussed.

Donnellan, A. M. & Mirenda, P. L. 1984
Issues related to professional involvement with families of individuals with autism and other severe handicaps. (211)
Journal of The Association for Persons with Severe Handicaps, 9 (1), 16-25.
The paper addresses some of the roots of nonproductive parent-professional interactions related to individuals with autism and suggests standards which might lead to more positive relationships including applying the criterion of the least dangerous assumption to intervention and making available emotional and other types of support services.

Loveland, K. A. & Landry, S. H. 1986
Joint attention and language in autism and developmental language delay. (212)
Journal of autism and developmental disorders, 16 (3), 335-349.
Autistic children and children with developmental language delay (DLD) were matched for mental age and mean length of utterance, and compared on measures of gestural joint attention behavior, personal pronoun use, and spontaneous communicative behavior. DLD subjects responded correctly to joint attention interactions more than autistic subjects, and their spontaneous gestural behavior was more communicative and developmentally advanced. DLD subjects' performance suggested no special impairment of joint attention skills, whereas autistic subjects' performance suggested a joint attention deficit in addition to a language deficit.

Journal of applied behavior analysis. (213)
Society for the Experimental Analysis of Behavior, Ann Arbor, MI
This journal frequently publishes articles on autism and related topics.

Journal of autism and developmental disorders. (214)
Plenum Press, NY
A quarterly periodical produced primarily as a scientific journal for professionals. Devoted to all severe psychopathologies in childhood. (Formerly The Journal of Autism and Childhood Schizophrenia).

Journal of child psychology and psychiatry and allied disciplines. (215)
Pergamon Press, NY
This journal frequently publishes articles on autism and related topics.

Journal of speech and hearing research. (216)
American Speech and Hearing Association, Washington
This journal frequently publishes articles on autism and related topics.

Journal of the American Academy of Child Psychiatry. (217)
American Academy of Child Psychiatry, Baltimore, MD
This journal frequently publishes articles on autism and related topics.

Furneaux, B. 1984
Keeping the balance right. (218)
Special education: Forward trends, 11 (2), 15-16.
A group of autistic, brain damaged and severely disturbed young people were encouraged to become less dependent on the teacher by withdrawing all direction in a free play situation. Teaching strategies were redirected toward enhancing independence.

Prizant, B. M. 1983
Language acquisition and communicative behavior in autism: Toward an understanding of the "whole" of it. (219)
Journal of speech and hearing disorders, 48 (3), 296-307.
The author reviewed characteristics of autistic communication and offered a framework for understanding language and communication in autism. Noted are gestalt versus analytic modes of cognitive processing, language acquisition, and language use.

Layton, T. (Ed.) 1987
Language and treatment of autistic and developmentally disordered children. (220)
Thomas, Springfield, IL
The author presented what is currently known about the delayed or deviant language of children with autism. Deals with definition and assessment of communicative behavior, characteristics of language in children with autism, alternative communication systems and training approaches.

Hecht, B. F. 1986
Language disorders in preschool children. (221)
Advances in special education, 5, 95-119.
The author presented the methods and findings of research on normal language development and examines the notion of delay and deviance as it applies to the study of language disorders in preschoolers. Studies of mentally retarded, language-impaired, and autistic children that address the issue of delay and deviance are reviewed.

Light, J. C. 1983
Language intervention programs for autistic children. (222)
Special education in Canada, 57 (1), 11-14, 16.
Difficulties in the behavioral approach to language intervention with autistic children include extensive staff time, and lack of functionality in the language trained. Intervention, whether through speech or an augmentative system such as sign language, should be focused on producing functional language in a communicative interaction.

Bryen, D. N. & Joyce, D. G. 1985
Language intervention with the severely handicapped: A decade of research. (223)
Journal of special education, 19 (1), 7-39.
The authors analyzed 43 studies published during the 1970's on language intervention with mentally retarded or autistic children and adults. Findings indicate that except for the nature of the communication system taught and an awareness of the importance of evaluating gains, other than communication, these studies have not paralleled current psycholinguistic thinking. Only 34.8% of studies were successful in increasing the communicative competence of their severely handicapped subjects.

Conant, S., Budoff, M., Hecht, B. & Morse, R. 1984
Language intervention: A pragmatic approach. (224)
Journal of autism and developmental disorders, 14 (3), 301-317.
The approach to language intervention described in this paper provides a means of teaching pragmatically appropriate and effective uses of language in conversational contexts while teaching the production and comprehension of specific linguistic forms. The approach consists of a series of communication games. Initial results suggest that the intervention merits further application and evaluation.

Wolchik, S. A. 1983
Language patterns of parents of young autistic and normal children. (225)
Journal of autism and developmental disorders, 13 (3), 167-180.
The authors examined the language patterns of parents of young autistic and normal children matched for language age, sex, and parent's educational level. Syntactic and functional aspects of parental language were assessed during a 20-minute interaction before the parents of the autistic children participated in a behaviorally oriented treatment program. Few significant differences emerged between the language of the parents of the autistic and normal children.

Chock, P. N. & Glahn, T. J. 1983
Learning and self-stimulation in mute and echolalic autistic children. (226)
Journal of autism and developmental disorders, 13 (4), 365-381.
The authors studied the effects of self-stimulation on task acquisition in three mute, low-functioning autistic children in a multiple baseline design. The study found that echolalic children were able to learn the task without external suppression of their self-stimulation but the mute subjects were not.

Spinks, T. 1987
A language proposal to maximize communication for an echolalic responding adult. (227)
Australasian journal of special education, 11 (1), 28-35.
An imitation training procedure was employed with an 18-year-old echolalic female in an effort to enhance daily functioning. One hundred sentences in the curriculum areas of domestic, leisure, vocational and community were taught.

Myers, J. B., Jenson, W. R. & McMahon, W. M. 1986
Legal and educational issues affecting autistic children. (228)
C. C. Thomas, Springfield, IL
This book was written for parents of children with autism by a lawyer, a child psychologist and a child psychiatrist. Information is presented in a straightforward, nontechnical manner . Topics include: Legal rights of handicapped people, the right to an appropriate education, behavior management, causes and treatment of autism, guardianship, the public benefits system in the U. S., and estate planning for the handicapped. A very comprehensive and useful manual.

Gould, J. 1986
The Lowe and Costello Symbolic Play Test for socially impaired children. (229)
Journal of autism and developmental disorders, 16 (2), 199-213.
The Symbolic Play Test was given to 31 socially impaired and 29 sociable elementary school children retarded in language comprehension. Play test age and spontaneous pretend play were similar in sociable subjects, but in the socially impaired, spontaneous pretend play was lower than play test age would predict.

Bass, C. A. Jr., et al. 1983
Mainstreaming an autistic adolescent into a vocational education class. (230)
Career development for exceptional individuals, 6 (2), 67-74.
An autistic 14-year-old was successfully mainstreamed into a vocational graphics class via an 11-step process involving skill assessment, teacher consultation, observation, goal planning, skill practice, and faded use of a teacher aide. The student learned graphics skills as well as social and vocational adjustment skills.

Handleman, J. S. 1984
Mainstreaming the autistic-type child. (231)
Exceptional child, 31 (1), 33-38.
Mainstreaming is as important for the autistic child as for any other individual with special needs, although modifications of the concept itself may be needed. Adopting a normalization principle, together with strategies designed to facilitate transition to more normal instructional settings can improve chances for services.

Dunlap, G., Koegel, R. L., Johnson, J. & O'Neill, R. E. 1987
Maintaining performance of autistic clients in community settings with delayed contingencies. (232)
Journal of applied behavior analysis, 20 (2), 185-191.
Examined whether the classroom and work performance of 3 autistic clients could be maintained in community settings under conditions of delayed and infrequent contingencies and whether subjects could be taught to respond appropriately without the continual presence of specially trained treatment providers. Within a multiple baseline design, a 4-step treatment process was implemented to promote durable responsive performance. Results indicate that the therapist could be removed from the treatment environment and appropriate behavior could be maintained in community settings with infrequent and delayed contingencies.

Smith, M. D. 1985
Managing the aggressive and self-injurious behavior of adults disabled by autism. (233)
Journal of The Association for Persons with Severe Handicaps, 10 (4), 228-232.
Two case studies are presented demonstrating treatment of aggression and self-injury in community-integrated work, school, and home settings. Nonaversive treatment strategies were implemented by trained paraprofessionals based on information obtained from functional analyses of the behavior of two adults with autism. Marked decreases in aggression and self-injury were achieved.

Smith, M. D. & Coleman, D. 1986
Managing the behavior of adults with autism in the job setting. (234)
Journal of autism and developmental disorders, 16 (2), 145-154.
Three cases are presented to illustrate the use of on-the-job training procedures to manage behavior problems of adults with autism. In two cases aggressive and oppositional behavior were eliminated or reduced in frequency, and in a third production rate was increased.

Reichle, J., Lindamood, L. & Sigafoos, J. 1986
The match between reinforcer class and response class: its influence on communication intervention strategies. (235)
Journal of The Association for Persons with Severe Handicaps, 11 (2), 131-135.
This article reviewed the literature, offers methodological considerations in the selection of reinforcer-response relations, and discusses the possible effect that such reinforcement strategies have on learning to comprehend language and learning to produce language to request and provide information. It is concluded that reinforcer specificity may not be the best practice for all severely handicapped learners.

Baron-Cohen, S., Leslie, A. & Frith, U. 1986
Mechanical, behavioral & intentional understanding of picture stories in autistic children. (236)
British journal of developmental psychology, 4 (2), 113-125.
The authors compared 21 high-ability autistic children with 15 low-ability Down syndrome children and 27 clinically normal preschoolers on a picture-sequencing task. When the sequences could be understood in terms of causal-mechanical or descriptive-behavioral criteria, autistic subjects were at least as good as the controls and often showed superior performance. On sequences that evoked understanding in terms of psychological-intentional criteria, autistic subjects performed more poorly than the others.

(American Psychological Association) 1982
Mental retardation: An abstracted bibliography, 1971-1980. (237)
American Psychological Association, Washington, D. C.
This is an extensive bibliographic reference. Divided into sections on theories, research and assessment, treatment and rehabilitation, and educational issues, and into subsections on autism and other disorders. Contains approximately 584 references specific to autism. Useful for any researcher doing an extensive search of the available material.

Kaufman, B. N. 1981
A miracle to believe in/ 1st edition. (238)
Doubleday, Garden City, NY
Kaufman describes the treatment of a young child with autism and his subsequent improvement due to the very intensive intervention technique used by the author and his family. They used this same controversial treatment to reach their own son, and reported their success in the book Son-Rise.

McGee, G. G. et al. 1983
A modified incidental-teaching procedure for autistic youth: Acquisition and generalization of receptive object labels. (239)
Journal of applied behavior analysis, 16 (3), 329-338.
A modified incidental-teaching procedure was used to increase the receptive language skills of 2 autistic youths with previous institutionalization. Percentage of correct, unprompted object identifications increased when the incidental-teaching package (gestural prompts, behavior-specific praise, and contingent access to lunch-making supplies) was sequentially introduced.

Bristol, M. M. 1987
Mothers of children with autism or communication disorders: successful adaptation and the double ABCX model. (240)
Journal of autism and developmental disorders, 17 (4), 469-86.
Demonstrated the effectiveness of a modified Double ABCX or family adjustment and adaptation response model in predicting successful adaptation- good marital adjustment, few maternal depressive symptoms, and an in-home rating of family functioning- in 45 families of autistic and communication-impaired 2-10-year-old children.

Grandin, T. 1987
Motivating autistic children. (241)
Academic therapy, 22 (3), 297-301.
Grandin described ways to direct the fixations and compulsions of autistic children who are assigned to learning disability classrooms to enhance their academic skills. The use of a student's fixations to motivate her/him is discussed, and a case study (of the author) illustrates the suggestion.

Jones, V. & Prior, M. 1985
Motor imitation abilities and neurological signs in autistic children. (242)
Journal of autism and developmental disorders, 15 (1), 37-46.
The authors compared the scores of 10 autistic children on two tests of motor imitation and the Herzig Battery for Non-Focal Neurological Signs, with the scores of 10 chronological and mental age-matched normal children. Results indicated that the autistic subjects had significant handicaps in the neurodevelopmental area, with very poor performance on motor imitation tasks and significant excess of soft signs of neurological dysfunction.

Nelson, D. L., Anderson, V. G. & Gonzales, A. D. 1984
Music activities as therapy for children with autism and other developmental disorders. (243)
Journal of music therapy, 21 (3), 100-116.
The authors discussed ways to synthesize music activities in accordance with autistic children's neuropsychological characteristics as described in the research and clinical literature. Based on a review of the neuropsychological characteristics typically seen in children with pervasive developmental disorders, specific suggestions and cautions concerning various types of music stimuli are proposed.

Medzianik, D. 1986
My autobiography. (244)
Child Development Research Unit, University of Nottingham
This is the autobiography of a young man with autism. His loneliness and his struggle to live a normal life are evident. Somewhat less objective and more subjective than the autobiograpy by Grandin Temple (Emergence Labeled Autistic). For anyone interested in autism.

Koegel, R. L., O'Dell, M. C. & Koegel, L. K. 1987
A natural language teaching paradigm for nonverbal autistic children. (245)
Journal of autism and developmental disorders, 17 (2), 187-200.
This research assessed whether 2 nonverbal autistic children would increase their verbal responding in a language intervention program if specific variables were manipulated in a natural language teaching paradigm. Variables were manipulated in the natural language teaching condition such that (1) stimulus items were natural and functional, (2) natural reinforcers were employed, (3) communicative attempts were also reinforced, and (4) trials were conducted within a natural interchange. Treatment and generalization data demonstrate broadly generalized treatment gains.

Lewis, M. H., Baumeister, A. A. & Mailman, R. B. 1987
A neurobiological alternative to the perceptual reinforcement hypothesis of stereotyped behavior: A commentary on "Self-stimulatory behavior and sensory reinforcement." (246)
Journal of applied behavior analysis, 20 (3), 253-258.
The authors argue that the perceptual reinforcement theory (Lovaas, Newsom & Hickman, 1987) is logically flawed and fails to take into account important biological findings and theory concerning pathological stereotyped acts. An alternative theory, derived primarily from neurological concepts, is briefly described.

Newsom, C. & Lovaas, O. I. 1987
A neurobiological nonalternative: Rejoinder to Lewis, Baumeister & Mailman. (247)
Journal of applied behavior analysis, 20 (3), 259-269.
The authors responded to the comments of Lewis et al. (1987) on their perceptual reinforcement theory. They consider the neurobiological alternative presented by Lewis et al. to be insufficiently detailed, inadequate in scope and premature.

Schopler, E. & Mesibov, G. B. (Eds.) 1987
Neurobiological issues in autism. (248)
Plenum Press, NY
This monograph is based on the proceedings of the 1985 TEACCH Conference on neurobiological issues in autism. Includes articles on biomedical issues, neurobiological research priorities, ethical issues and genetic influences, as well as neurochemical, biochemical, nutritional and medication issues.

Schopler, E. 1986
A new approach to autism. (249)
Social science, 71 (2-3), 183-185.
The author described TEACCH- a comprehensive, community-based program dedicated to improving the understanding of and services for autistic children and their families. Services include diagnostic evaluation, individualized treatment, special education, consultation, and parent training and counseling.

Denckla, M. B. 1986
New diagnostic criteria for autism and related behavioral disorders: Guidelines for research protocols. (250)
Journal of the American Academy of Child Psychiatry, 25 (2), 221-224.
The author summarized points of agreement and controversy concerning diagnostic criteria for autism and related behavioral disorders. There is a consensus that the defining characteristics include deviations in social and communicative behaviors, with repetitive behaviors helping to confirm the diagnosis. There is not a general consensus regarding the use of impairments in symbolic and imaginative play, age of onset, and IQ in defining subjects as autistic.

Donnellan, A. M. & LaVigna, G. W. 1986
Nonaversive control of socially stigmatizing behaviors. (251)
Pointer, 30 (4), 25-31.
The authors studied for 1 year a program free of aversive control for 5 public school adolescents. Eight chronic behavior problems (e. g., inappropriate questions, self-stimulatory rocking) were brought under control by nonaversive procedures, indicating that nonaversive techniques may be used in controlling stigmatizing behaviors.

Mundy, P. et al. 1987
Nonverbal communication and play correlates of language development in autistic children. (252)
Journal of autism and developmental disorders, 17 (3), 349-364.
Functional and symbolic play skills were shown to be associated with the language abilities of a sample of young autistic children. The ability to use gestures to coordinate visual attention between social partners with respect to objects or events was also found to be a significant correlate of language development. The play and nonverbal communication variables were not significantly correlated.

Selfe, L. 1983
Normal and anomalous representational drawing ability in children. (253)
Academic Press, Toronto
This book dealt with the highly anomalous representational drawing ability of a group of children with autism and language delays. It is proposed that children with autism are more able to attend to spatial characteristics and to represent these aspects in their drawings.

Strain, P. S. et al. 1985
Normally developing preschoolers as intervention agents for autistic-like children: Effects on class deportment and social interaction. (254)
Journal of the Division for Early Childhood, 9 (2), 105-115.
Ten nonhandicapped 3-5-year-olds were taught to help instruct 6 autistic-like classmates. When compared to controls, the nonhandicapped helpers engaged in less disruptive behavior and equal amounts of on-task language and peer interaction. Treatment gains for autistic subjects' positive peer interactions were equivalent to levels exhibited by nonhandicapped classmates.

Donnellan, A. M., Anderson, J. L. & Mesaros, R. A. 1984
An observational study of stereotypic behavior and proximity related to the occurrence of autistic child-family member interactions. (255)
Journal of autism and developmental disorders, 14 (2), 205-210.
The authors observed autistic children and their families interacting in their homes, in order to gather information regarding the occurrence of child-family member interactions, the incidence of occurrence of stereotypic behavior, and the relationship between interactions and stereotypy. Results indicate that interactions between subjects and family members took place most frequently during intervals in which there was either no or only partial occurrence of stereotypic behavior, and that the majority of stereotypic behavior occurred during unstructured periods.

Runco, M. A. 1986
The occurrence of autistic children's self-stimulation as a function of familiar versus unfamiliar stimulus conditions. (256)
Journal of autism and developmental disorders, 16 (1), 31-44.
Results of a study involving 6 autistic children indicated that self-stimulation occurred more often with unfamiliar than with familiar therapists. There was a significant and negative correlation between the occurrence of self-stimulation and correct responding.

Wetherby, A. M. 1986
Ontogeny of communicative functions in autism. (257)
Journal of autism and developmental disorders, 16 (3), 295-316.
The author argued that the stereotype of autistic children as noncommunicative and noninteractive may be partly attributed to research approaches that do not consider the intentions of the child or the context of the social interaction. A developmental pragmatics framework to study language and communicative behaviors associated with autism is described.

Gillberg, C. & Steffenburg, S. 1987
Outcome and prognostic factors in infantile autism and similar conditions: A population-based study of 46 cases followed through puberty. (258)
Journal of autism and developmental disorders, 17 (2), 273-287.
The authors collected data from a population-based survey of 46 children in the Goteborg region of Sweden, diagnosed in childhood as having infantile autism and other childhood psychoses, and followed these cases through puberty.

Bebko, J. M. 1987
Parent and professional evaluations of family stress associated with characteristics of autism. (259)
Journal of autism and developmental disorders, 17 (4), 565-76.
The author assessed, via rating scales, the impact of various individual symptoms of autism on the mothers and fathers of 20 autistic children., and 20 professionals' accuracy in estimating parents' perceived stress levels. The autistic child's language and cognitive impairment were judged by both parents and therapists as most severe and stressful. Individual parents agreed on both symptom severity and degree of stress. Parents of older children judged symptom severity to be lower, but fathers reported a continued high level of stress. Professionals judged families as more stressed by the child's symptoms than did families themselves.

Strain, P. S. 1987
Parent training with young autistic children: A report on the LEAP model. (260)
Zero to three, 7 (2), 7-12.
This article discussed the parent training component of an early intervention program for autistic children- Learning Experiences ... An Alternative for Preschoolers and Parents (LEAP). Parental participation is a requirement for enrolling the child in the 12-month preschool program. The training curriculum teaches parents basic principles of behavior management and behavioral programming.

Runco, M. A. & Schreibman, L. 1982
Parental judgements of behavior therapy efficacy with autistic children. (2161)
Journal of autism and developmental disorders, 12 (3), 237-246.
The authors attempted to socially validate the efficacy of behavior therapy with autistic children. Thirty-four parents of autistic children and 18 parents of normal children judged (via questionnaire) the behavior of 4 autistic children before and after behavior therapy. Results indicated that: 1) parents socially validated the effects of behavior therapy in that they judged the children as significantly improved after treatment, and 2) the effects of treatment were also socially validated by the parents' indication that they were more willing to interact with the children after treatment than before treatment.

Ohta, M., Nagai, Y., Hara, H. & Sasaki, M. 1987
Parental perceptions of behavioral problems in Japanese autistic children. (2602)
Journal of autism and developmental disorders, 17 (4), 549-63.
This research used a diagnostic questionnaire to study the abnormalities that parents of 141 Japanese autistic children first noticed, the ages at which parents first noticed these symptoms and the main problems the parents complained about in the first consultation. Approximately 71% of parents noticed abnormalities in their children by 2 1/2 years, and parents of older children more often reported symptoms of mental retardation, ritualistic behavior and self-injury.

Pickering, D. & Morgan, S. B. 1985
Parental ratings of treatments of self-injurious behavior. (2153)
Journal of autism and developmental disorders, 15 (3), 309-314.
Thirteen parents of autistic children, 33 parents of other handicapped children, and 73 parents of nonhandicapped children consistently rated differential reinforcement, time-out, and overcorrection as acceptable and shock as unacceptable, but the groups differed in ratings of acceptability of other treatments.

Harris, S. L., Handleman, J. S. & Palmer, C. 1985
Parents and grandparents view the autistic child. (2154)
Journal of autism and developmental disorders, 15 (2), 187-197.
Mothers, fathers and grandparents completed a questionnaire describing their view of the autistic child, the impact of the child on the parent, and the relationship between the parents and grandparents. Results suggest that whenever there was a significant difference between the generations, the grandparents took a more positive view.

Harris, S. L. 1980
Parents as teachers: A four to six year follow-up of parents of children with autism. (2655)
Child and family behavior therapy, 8 (4), 39-47.
Examined the extent to which parents were continuing to use behavior modification techniques in their daily interactions with their children, using 30 families who had participated in a training program for parents of preschool children with autism 4-7 years previously. Results show that 88% of the subjects said they had used behavioral procedures during the past week to manage their child's behavior, and 54% had used the techniques to teach their child a new skill.

Asarnow, R. F., Tanguay, P. E., Bott, L. & Freeman, B. J. 1987
Patterns of intellectual functioning in non-retarded autistic and schizophrenic children. ((265))
Journal of child psychology & psychiatry & allied disciplines, 28 (2), 273-280.
This research compared the scores of autistic and schizophrenic children on the Wechsler Intelligence Scale for Children -Revised (WISC-R). Results indicate that schizophrenics scored significantly lower on Factor 3 than autistic children. Autistics scored in the superior range on the Block Design Subtest and did not exhibit gross impairments in language function as indexed by scores on the Verbal Comprehension factor. The children with autism were impaired on the comprehension subtest.

Allen, J. & Lapidus, L. B. 1987
Patterns of symbolic expression in subgroups of the childhood psychoses. ((267))
Journal of clinical psychology, 43 (2), 177-188.
The authors investigated differential patterns of symbolic expression through the modalities of language, gesture, play and drawing. As expected, most autistic children showed an absence of symbol use, although a subgroup of children exhibited stereotypic or undifferentiated symbol use.

Goldstein, H. & Wickstrom, S. 1986
Peer intervention effects on communicative interaction among handicapped and nonhandicapped preschoolers. ((233))
Journal of applied behavior analysis, 19 (3), 209-214.
The authors evaluated a peer-mediated intervention designed to promote communicative interaction among language delayed preschoolers who exhibited autistic-like behaviors. Two nonhandicapped preschoolers were taught strategies thought to facilitate interaction. The intervention resulted in higher rates of interaction. These results suggest that using nonhandicapped peers as intervention agents may have a positive impact on the generalization and maintenance of handicapped children's interaction skills.

Campbell, A. et al. 1993
Peer tutors help autistic students enter the mainstream. ((253))
Teaching exceptional children, 15 (2), 54-58.
The authors described the peer tutoring program at Dale Vue Middle School. Program components included weekly meetings with tutors, tutors acting as advocates for their disturbed peers, and the use of an instructional board game to foster communication between students and to serve as a vehicle for teaching such concepts as positive reinforcement. The game and subsequent discussions helped tutors understand their impact as role models.

Ivrig, K. and Wolchik, S. A. 1988
Peer versus adult models and autistic children's learning: Acquisition, generalization and maintenance. ((270))
Journal of autism and developmental disorders,18 (1), 67-79.
The authors compared the effectiveness of a peer versus an adult model in teaching an expressive language task to four autistic boys. Results indicated that all children learned through observing both peer and adult models, and that few consistent differences occurred across the two conditions.

Sasso, G. M., Mitchell, V. M. & Struthers, E. M. 1986
Peer-tutoring versus structured interaction activities: Effects on the frequency and topography of peer initiations. (271)
Behavioral disorders, 11 (4), 249-259.
Compared peer tutoring and structured interaction activities in the social initiation rates of 5 male autistic students. Results reveal that nonhandicapped subjects assigned initially to a tutoring phase interacted at far lower rates than did subjects exposed to structured interactions. Conversely, the structured interaction activities provided the highest rates of cooperative initiations regardless of presentation sequence.

Akpunar, A. 1985
Periodicity as a principal of organization in behavior. (272)
Psychological reports, 57 (2), 491-508.
The article outlined a quantitative research frame for analyzing the organization of spontaneous behavior in autistic children within and across natural settings such as home, school, daycare centre, and playground. The research framework aims to detect periodicities in behavior, probably guided by clocklike processes as have been found in the field of biological rhythms, and to analyze behavioral data productively in different ways.

Sanua, V. D. 1986
The personality and psychological adjustment of family members of autistic children: II. A critical review of the literature research in the United States. (273)
International journal of family psychiatry, 7 (3), 221-260.
The author reviewed the literature on research conducted in the US over the last 20 years on the parents of autistic and nonautistic children, focusing on studies indicating that the parents of autistic children are no different in personality and psychological adjustment than are the parents of nonautistic children. It is concluded that no single school of thought can provide the answer to the question of causality in autism.

Sanua, V. D. 1986
The personality and psychological adjustment of family members of autistic children: I. A critical review of the research in Britain. (274)
International journal of psychiatry, 7 (3), 221-260.
The author reviewed the literature on infantile autism research conducted in Britain over the past 2-3 decades, examining those studies that found no or minor differences in personality of parents of autistic and nonautistic children. It is concluded that neither the "nature" nor the "nurture" school has provided the answer to the problem of causality.

Dawson, G. & Fernald, W. 1987
Perspective-taking ability and its relationship to the social behavior of autistic children. (275)
Journal of autism and developmental disorders, 17 (4), 489-66.
The authors assessed the relationship between perspective-taking (PT) ability and the quality of social behavior (SB) in autistic children. Measures of PT ability and SB revealed that PT ability was significantly correlated with 2 measures of social skills, whereas receptive vocabulary and nonverbal intelligence were not.

Smith, K. S. M. 1981
Physical education program for autistic children. (276)
Microform Publications, College of Health, Physical Education and Recreation, University of Oregon
This is a dissertation on a study to develop a physical education program for autistic children. Based on a survey of state and private institutions, interviews, expert opinion, and related literature. Includes exercises, perceptual-motor development activities, rhythms, gymnastics, sports and recreational activities.

Kinnell, H. G. 1985
Pica as a feature of autism. (277)
British journal of psychiatry, 147, 80-82.
The authors investigated the frequency of pica (the ingestion of nonfood substances) in the case records of 70 autistic patients and compared them with case records of 70 Down's syndrome patients. Findings show that 60% of the autistic subjects had indulged in pica at some stage, while only 4% of the Down's syndrome group had engaged in the behavior.

Walters, R. G. & Wood, D. E. 1983
Play and self-stimulatory behaviors of autistic and other severely dysfunctional children with different classes of toys. (278)
Journal of special education, 17 (1), 27-38.
Seven autistic and other handicapped 5 to 7-year-old boys were each given a soft, hard, and wheeled toy in random sequence. The soft toy evoked more inappropriate play behaviors and high levels of self-stimulation across subjects than either the hard or the wheeled toys.

Sevcik, J. M. & Tsai, L. Y. 1983
A pragmatic approach to increase expressive language skills in young autistic children. (279)
Journal of autism and developmental disorders, 13 (3), 287-303.
The authors described a pilot communication program for autistic children designed to increase communication skills in the context of establishing reciprocal communication exchanges. Initial posttreatment results for 5 male subjects indicate individual gains in levels of response, mean receptive level, and in the mean number of semantic-grammatical rules expressed.

Stremel-Campbell, K. & Rowland, C. 1987
Prelinguistic communication intervention: Birth-to-2. (280)
Topics in early childhood special education, 7 (2), 49-58.
Adaptive strategies for increasing positive interactions with infants exhibiting severe cognitive, sensory and motor impairments are proposed. The need for early education pre- and in-service training programs to better address translating the knowledge base to a skill base is emphasized.

Berkell, D. E. 1985
Preparing autistic students for competitive employment: A model program. (281)
Rehabilitation world, 9 (1), 24-26.
This article describes a program involving 40 severely handicapped autistic students provides community-based vocational training with intensive on-site job skills training. Training stresses functional job-related skills through a behavior analytic approach.

Adrien, J. L., Ornitz, E., Barthelemy, D., Suavage, D. & LeLord, G. 1987
The presence or absence of certain behaviors associated with infantile autism in severely retarded autistic and nonautistic retarded children and very young normal children. (282)
Journal of autism and developmental disorders, 17 (3), 407-16.
Using the modified Behavior Observation Scale, the authors compared the behavior of normal, retarded and autistic children with very low developmental ages, in an attempt to differentiate the three groups. There were more similarities in the behavior of autistic and retarded children, than in the behavior of autistic and normal children. However, an autistic behavior pattern was identified and very retarded autistic children could be distinguished from the nonautistic retarded group.

Sasso, G. M. 1985
Procedures for facilitating integration of autistic children in public school settings. (283)
Analysis and intervention in developmental disabilities, 5 (3), 233-246.
Results of this study revealed that regular-class students who had received information about exceptionalities and participated in controlled experiences with autistic children, had the most positive attitudes and made the greatest number of positive behavioral initiations toward the handicapped subjects.

Wetherby, A. M. & Prutting, C. A. 1984
Profiles of communicative and cognitive-social abilities in autistic children. (284)
Journal of speech and hearing research, 27 (3), 364-377.
Results of measures in the cognitive-social areas of communicative intent, tool use, imitation, and play and in language comprehension demonstrated uneven development for the autistic subjects. A functional analysis of communicative behaviors indicated a relatively homogeneous profile of communicative functions both quantitatively and qualitatively different from the normal profile.

Strain, P. S. 1985
Programmatic research on peers as intervention agents for socially isolate classmates. (285)
Pointer, 29 (4), 22-29.
The article presented a four step intervention model to improve social skills of socially isolated (often handicapped) children and improve peer attitudes. Use of the model with six autistic-like preschool children and 10 normal peers resulted in autistic subjects achieving positive interaction within the normal range.

Tryon, A. S. & Keane, S. P. 1986
Promoting imitative play through generalized observational learning in autisticlike children. (286)
Journal of abnormal child psychology, 14 (4), 537-549.
Three autistic-like boys with deficits in imitative and appropriate play behaviors were taught to play with an unfamiliar toy by observing a peer model demonstrate appropriate play with the toy. Following training, each Subject demonstrated increases in imitative play concomitant with decreases in the frequency of nonmanipulated self-stimulatory behavior.

Raab, M. M., Nordquist, V. M. & Cunningham, J. H. 1986
Promoting peer regard of an autistic child in a mainstreamed preschool using pre-enrollment activities. (287)
Child study journal, 16 (4), 265-284.
Six nonhandicapped preschoolers participated in 20 activities designed to educate them about similarities and differences, about handicapping conditions, and about an autistic child before she entered the program. A control group of 12 nonhandicapped children did not participate in the activities. Incident reports related to the autistic child were recorded by teachers for 2 weeks after the child enrolled in the program. Subjects in the experimental group interacted with the autistic child more often than subjects in the control group.

Masterton, B. A. & Biederman, G. B. 1983
Proprioceptive versus visual control in autistic children. (288)
Journal of autism and developmental disorders, 13 (2), 141-152.
The autistic child's preference for proximal rather than distal sensory input was studied by requiring that autistic, retarded, and normal subjects to adapt to prism-induced lateral displacement of the visual field. Only autistic subjects showed transfer of adaptation to the nonadapted hand, indicative of a reliance on proprioception rather than vision to accomplish adaptation. Such reliance on proprioception was explained as an alternative strategy compensating for an inability to use current visual control of reaching rather than as a preference for proximal information per se.

Field, M., Goodman, J. F. & Rescorla, L. 1987
Psychometric assessment of preschool atypical children. Brief report. (289)
Journal of autism and developmental disorders, 17 (4), 577-584.
The authors investigated the utility of a specialized test battery to measure behavioral and cognitive characteristics of young, atypical children who may represent the mild end of the autistic continuum.

Morin, B. & Reid, G. 1985
A quantitative and qualitative assessment of autistic individuals on selected motor tasks. (290)
Adapted physical activity quarterly, 2 (1), 43-55.
The authors compared 8 high functioning autistic males to 8 functionally retarded males matched on chronological age and measured intelligence. Quantitative and qualitative scores for balance, throwing, catching, jumping, and running test items were obtained in a formal testing situation. While there was some trend toward inferior qualitative scores by autistic subjects compared with their matched counterparts, there were no meaningful quantitative differences between the groups. It is possible that the poor motor performance associated with autism is largely a factor of mental retardation.

Snow, M. E., Hertzig, M. E. & Shapiro, T. 1987
Rate of development in young autistic children. (291)
Journal of the American Academy of Child and Adolescent Psychiatry, 26 (6), 834-835.
This article examined 15 preschool-aged children, over the course of a nursery school year, to determine the degree of stability in their rates of development. Although rates of development were significantly different across skill areas, there was a high degree of stability over time within each area.

WHA Television 1981
Reaching the child within. (292)
University of Wisconsin System Board of Regents, Madison, WI
An accurate presentation of the early symptoms and characteristics of autism. Includes footage of children with the disorder, interviews with their parents, and interviews with experts. Provides a good insight into the experience of parenting an autistic child.

Bell, E. W. (Ed.) 1984
Readings in autism/ 1st edition, Revised edition. (293)
Special Learning Corp., Guilford, Connecticut
This is a nicely illustrated collection of previously published articles. Made up of sections on causes and treatment implications, cognitive development and social interaction, speech and language development, and parenting. Useful for parents and professionals. Includes a glossary of terms.

Egel, A. L. et al. 1984
Receptive acquisition and generalization of prepositional responding in autistic children: A comparison of two procedures. (294)
Analysis and intervention in developmental disabilities, 4 (3), 285-298.
Both "positive self"(in which students placed themselves in a specific relation to an object) and "positive object"(in which they placed an object in a specific relation to another object) were effective in four children's acquisition and generalization of prepositional concepts. The "positive object" required slightly fewer sessions.

Gunter, P. et al. 1984
The reduction of aberrant vocalizations with auditory feedback and resulting collateral behavior change of two autistic boys. (295)
Behavioral disorders, 9 (4), 254-263.
Results of this study indicated that the auditory stimuli intervention was effective in reducing vocal stereotypes of 1 autistic Subject across all activities and for the second Subject, in two activities. Social validity measures confirmed the effects of the intervention, the importance of decreasing the behavior, and that the intervention itself was not stigmatizing.

Jenson, W. R. et al. 1985
Reduction of self-injurious behavior in an autistic girl using a multifaceted treatment program. (296)
Journal of behavior therapy and experimental psychiatry, 16 (1), 77-80.
The authors investigated the use of fine water mist combined with a loud statement of "no!" following the behavior and verbal praise for appropriate behavior to reduce self-injurious behaviors in a 6-year-old autistic female. A fading procedure that moved from large to smaller bottles was utilized to allow generalization across settings and people. Treatment was found to be effective at a 6-month follow-up in both structured and unstructured settings.

Killian, K., Arena-Ronde, S. & Bruno, L. 1987
Refinement of two instruments that assess water orientation in atypical swimmers. (297)
Adapted physical activity quarterly, 4 (1), 25-37.
The authors studied the usefulness of 2 instruments to assess water adjustment in atypical swimmers. The sample included autistic children. The two measures were useful to assess water adaptation in atypical children and had good inter-observer agreement.

Shea, V. & Mesibov, G. B. 1985
The relationship of learning disabilities and autism. (298)
Journal of autism and developmental disorders, 15 (4), 425-435.
Similarities between severe learning disabilities and higher-level autism are seen to include uneven profiles, language difficulties, social and interpersonal deficits, and cognitive disorganization. Among the differences are relatedness and play interests. Benefits of viewing the two conditions as overlapping on a continua are noted.

Rincover, A. & Newsom, C. 1985
The relative motivational properties of sensory and edible reinforcers in teaching autistic children. (299)
Journal of applied behavior analysis, 18 (3), 237-248.
This research compared the effects of sensory and edible reinforcers on resistance to satiation in three autistic children while learning visual discrimination tasks. Results indicated that multiple sensory reinforcers maintained responding over more trials than did multiple edible reinforcers; however, the use of single sensory reinforcers and single edibles resulted in about equal numbers of trials to satiation.

Gannon, P. M. 1986
Research with moderately, severely, profoundly retarded and autistic individuals (1975 to 1983): An evaluation of ecological validity. (300)
Australia and New Zealand journal of developmental disabilities, 12 (1), 33-51.
The author suggested that although normal patterns of living are being advocated and created for handicapped individuals, research aimed at supporting the normalization movement requires a more applied and long-term involvement than most past research. Present and future research should be ecologically valid for normal environments.

Maag, J. W. et al. 1986
Response covariation on self-stimulatory behaviors during sensory extinction procedures. (301)
Journal of autism and developmental disorders, 16 (2), 119-32.
Effects of sensory extinction procedures on nontargeted self-stimulatory behaviors of two autistic boys were assessed. In Experiment I application of sensory extinction for target behaviors resulted in decreased topographically similar behavior, but no change in dissimilar behavior. In Experiment 2, suppression also occurred only for the topographically similar behavior.

Paul, R. & Cohen, D. J. 1984
Responses to contingent queries in adults with mental retardation and pervasive developmental disorders. (302)
Applied psycholinguistics, 5 (4), 349-357.
Autistic, autistic-like, and mentally retarded adults were assessed with standard language measures and engaged in a contingent query task. Results of the standard language measures reveal that the subjects with autistic-like symptoms were inferior in all areas except articulation. Responses to the contingent query task showed this latter group to be both less specific and less willing to supply information beyond that directly queried. Implications for understanding the social and linguistic deficiencies in autism are discussed.

Weeks, S. J. & Hobson, R. P. 1987
The salience of facial expression for autistic children. (303)
Journal of child psychology & psychiatry & allied disciplines, 28 (1), 137-151.
The authors tested the hypothesis that autistic children are inattentive and insensitive to facial expression of emotion in others, using autistic subjects and retarded controls. Subjects were shown photographs of people who differed in 3, 2, or 1 of the following respects: age, sex, facial expression of emotion, and type of hat they were wearing. When given similar photographs to sort, the majority of autistic subjects gave priority to sorting by type of hat, and many neglected facial expressions altogether. The majority of nonautistic subjects sorted according to people's facial expression before they sorted according to type of hat.

Freeman, B. J., Ritvo, E. R., Yokota, A. & Ritvo, A. 1986
A scale for rating symptoms of patients with the syndrome of autism in real life settings. (304)
Journal of the American Academy of Child Psychiatry, 25 (1), 130-136.
The authors developed a scale to assess the effects of treatment on 47 behaviors in the motor, social, affective, language, and sensory domains among autistic patients. Data are presented for inter-rater agreement among novice and experienced observers. Instructions for the scale and target behaviors and definitions are appended.

Jensen, W. R., Reavis, H. K., Clarke, E. and Kehle, T. J. 1986
School psychology and infantile autism: An overview and presentation of a model approach. (305)
School psychology international, 7 (1), 11-19.
This article presents an overview of autism that includes theories of etiology, definition of the condition, overlapping conditions, assessment procedures, and prognosis. A model treatment, to be implemented by school psychologists, is designed to educate autistic children and keep them with their parents.

Gunter, P. L. 1984
Self-injurious behavior: Characteristics, aetiology and treatment. (306)
Exceptional child, 31 (2), 91-98.
Reviews prevalence and characteristics of self-injurious behavior (SIB), aetiological hypotheses and treatment methods which have met with some success as a basis for understanding failure of traditional methods based on learning theory. A hypothesis based on the concept of multiple control is presented.

Ferrari, M. & Matthews, W. S. 1983
Self-recognition deficits in autism: Syndrome-specific or general developmental delay? (307)
Journal of autism and developmental disorders, 13 (3), 317-324.
In an examination of the diagnostic utility of self-recognition in autistic children, results suggested that even when autistic children fail to recognize their self-images, the failure cannot be construed as evidence for a syndrome specific deficit but rather as a reflection of a general developmental delay.

Dawson, G. & McKissick, F. C. 1984
Self-recognition in autistic children. (308)
Journal of autism and developmental disorders, 14 (4), 383-394.
The authors assessed 15 autistic children for visual self-recognition ability, as well as for object permanence and gestural imitation. Thirteen of the children showed self-recognition. Consistent relationships were suggested between self-recognition and motor imitation.

Lovaas, I., Newsom, C. & Hickman, C. 1987
Self-stimulatory behavior and perceptual reinforcement. (309)
Journal of applied behavior analysis, 20 (1), 45-68.
These authors proposed that stereotyped behavior is operant behavior whose reinforcers are automatically produced interoceptive and exteroceptive perceptual consequences. They provide support for their hypothesis from the areas of sensory reinforcement and deprivation, and characteristics of stereotyped behavior are discussed in terms of the hypothesis.

Maag, J. W., Rutherford, R. B. , Wolchik, S. A. & Parks, B. T. 1986
Sensory extinction and overcorrection in suppressing self-stimulation: A preliminary comparison of efficacy and generalization. (310)
Education and treatment of children, 9 (3), 189-201.
The present study compared the efficacy and setting generalization of sensory extinction and overcorrection in suppressing self-stimulation in two autistic children. For both boys, sensory extinction significantly decreased self-stimulation when applied in the structured setting. Setting generalization did not occur for sensory extinction with either boy. Some generalization to the extra-treatment setting occurred for one of the children when overcorrection was implemented.

Larrington, G. G. 1987
A sensory integration based program with a severely retarded/autistic teenager: An occupational therapy case report. (311)
Occupational therapy in health care, 4 (2), 101-17.
This case report illustrates occupational therapy based on sensory integration with a severely retarded and autistic 15-year-old boy. Oral stimulation and feeding were an integral part of the therapy. The integration of the therapy into his daily life is presented.

Baker, L. J. & Milner, Y. 1985
Sensory reinforcement with autistic children. (312)
Behavioural psychotherapy, 13 (4), 328-341.
The authors conducted 2 experiments to evaluate the effectiveness of a sensory reinforcement technique in improving task performance in 3 nonverbal autistic boys, who were instructed by a nurse/play-therapist. Results of the two experiments conducted reveal that subjects showed higher levels of on-task performance for their preferred sensory activity. Findings suggest the value of sensory reinforcement techniques for training autistic children.

Lowry, C. K., Quinn, K. & Stewart, M. A. 1980
Serving autistic children within a large rural area: A resource manual. Centre-based treatment and community follow-up. (313)
The University, Iowa City, Iowa
This is a comprehensive resource manual for parents, teachers and professionals. Itn includes information regarding definition and diagnosis, treatment and special teaching requirements. Detailed descriptions of training methods in self-help, attending and communication are also provided.

Charlop, M. H. 1986
Setting effects on the occurrence of autistic children's immediate echolalia. (314)
Journal of autism and developmental disorders, 16 (4), 473-483.
The authors assessed the effects of setting familiarity on autistic boys' immediate echolalia. Subjects were presented with a receptive labeling task in several settings varying in familiarity of person, room, and task stimuli. Echolalia most frequently occurred in settings in which an unfamiliar person presented unfamiliar task stimuli, followed by when a familiar person presented the unfamiliar stimuli.

Elgar, S. et al. 1985
Sex education and sexual awareness building for autistic children and youth: Some viewpoints and consideration [and] responses. (315)
Journal of autism and developmental disorders, 15 (2), 214-227.
This paper urges caution in sex education of autistic students and suggests that sex is not for the majority of autistic people. Responses of five educators and parents to the paper are presented, along with an answer by the original author.

McHale, S. M., Sloan, J. & Simeonsson, R. J. 1986
Sibling relationships of children with autistic, mentally retarded and nonhandicapped brothers and sisters. (316)
Journal of autism and developmental disorders, 16 (4), 399-413.
The authors questioned 90 mentally retarded or nonhandicapped brothers or sisters about their sibling relationships. Mothers of the subjects rated their children's behavior toward the sibling. Children and mothers generally rated the sibling relationships positively. Children with autistic and mentally retarded siblings did not differ on any self-report measures. Age, gender, and family size were not as highly correlated with the quality of sibling relationships with handicapped children as were perceptions of parental favoritism, coping ability, or concerns about the handicapped child's future.

Lobato, D. 1983
Siblings of handicapped children: A review. (317)
Journal of autism and developmental disorders, 13 (4), 347-364.
Research is critically reviewed and evaluated, first, in order to determine if the presence of a handicapped child in a family uniquely affects the nonhandicapped siblings, and second, to identify factors mediating the nature and power of those effects. In addition, projects involving sibling therapy, education, and training are described. Recommendations are offered for improved research strategies and questions and for the careful evaluation of future educational and support services for siblings.

Park, C. C. 1982
The siege: The first ten years of an autistic child, with an epilogue, fifteen years later (2nd edition). (318)
Little, Brown and Co., Boston
This is an account of a family's struggle to raise and teach their autistic daughter. Includes a fifteen year follow-up and picture section.

Konstantareas, M. M. 1984
Sign language as a communication prosthesis with language-impaired children. (319)
Journal of autism and developmental disorders, 14 (1), 9-25.
Results of a study involving 14 3 to 11-year-olds with language impairments revealed that, for both functor acquisition and functor recall, speech and sign training was superior to speech training. Type of functor trained was also important, with prepositions faring better than pronouns.

Martineau, J. et al. 1987
Significance of clinical and biological markers in autistic syndromes in children. (320)
Rev. Electroenceph Neurophysiol Clin, 17 (2), 159-67.
The authors explore some of the biological anomalies found in autism and possible relationships to clinical findings.

Paine, S. (Ed.) 1981
Six children draw. (321)
University of London Institute of Education, Arts Centre
This is a collection of childhood works by six different artists, which includes those of 'Nadia,' an autistic child. It is suggested that this child's phenomenal drawing ability is due to her well-developed imagery and spatial abilities, in contrast to her verbal and cognitive deficits. Includes fifteen of Nadia's drawings.

Schopler, E. & Mesibov, G. B. (Eds.) 1986
Social behavior and autism. (322)
Plenum Press, NY
This monograph is based on information from the fifth annual TEACCH Conference on social behavior and autism. Contains articles on social development, social skill development, social growth, mainstreaming and social skills training.

Lord, C. & Hopkins, J. M. 1986
The social behavior of autistic children with younger and same-age nonhandicapped peers. (323)
Journal of autism and developmental disorders, 16 (3), 249-262.
Six autistic males played in dyads with normally developing kindergartners and with nonhandicapped peers matched on chronological age. After intervention, all subjects showed gains in proximity, orientation, and responsiveness when playing with nonhandicapped peers and with autistic classmates. Interfering behaviors such as self-stimulation decreased. Findings indicate that autistic children can benefit from spontaneous interactions with other children who have had no special training.

Volkmar, F. R., Sparrow, S. S., Goudreau, D., Cicchetti, D. V., Paul, R. & Cohen, D. J. 1987
Social deficits in autism: An operational approach using the Vineland Adaptive Behavior Scale. (324)
Journal of the American Academy of Child and Adolescent Psychiatry, 26 (2), 156-161.
The Vineland Adaptive Behavior Scales were used to assess adaptive behavior in a group of autistic and a group of nonautistic, developmentally disabled individuals. Compared to nonautistic subjects, the autistic group exhibited greater deficits in adaptive social behaviors.

Cohen, I. L., Fisch, G. S., Sudhalter, V., Wolf-Schein, E. G., Hanson, D., Hagerman, Jenkins, E. C. & Brown, W. T. 1988
Social gaze, social avoidance and repetitive behavior in Fragile X males: A controlled study. (325)
American journal on mental retardation, 92 (5), 436-446.
Preference for social gaze as well as the percentage occurrence of social gaze, nonverbal social avoidance, and nonverbal repetitive behaviors were examined in autistic and nonautistic males with the fragile X syndrome (fra [X]) during social interaction with a parent or stranger. Found the overall percentage of avoidance to be higher for both parent and stranger, among the males with fragile X. Implications for research concerning the relations among fra(X), autism, and mental retardation are discussed.

Durand, V. M. & Carr, E. G. 1987
Social influences on "self-stimulatory" behavior: Analysis and treatment application. (326)
Journal of applied behavior analysis, 20 (2), 119-132.
A series of 3 experiments were conducted to assess the influence of social variables on stereotyped behavior and to develop a treatment based on the assessment. Experiment I examined the relative influences of social attention and task demands on stereotyped behavior. Hand flapping and body rocking increased when difficult academic tasks were introduced. Experiment II demonstrated that removing difficult task demands contingent on stereotyped behavior resulted in increased rates of that behavior. In Experiment II, a communication treatment that consisted of teaching the children to request assistance on difficult tasks resulted in significant reduction in self-stimulatory behavior.

Sigman, M., Mundy, P., Sherman, T. & Unger, J. 1986
Social interactions of autistic, mentally retarded and normal children and their caregivers. (327)
Journal of child psychology and psychiatry and allied disciplines, 27 (5), 647-656.
The authors videotaped social behaviors during a 12-minute caregiver-child play situation, and compared the social interactions of autistic children, normal children, and mentally retarded controls. The autistic subjects displayed a much lower frequency of attention sharing behaviors, but directed as much looking, vocalizing, and proximity behaviors toward their caregivers as did the other groups.

Weston, G. 1984
Social skills training with verbal autistic adolescents and adults: A program model. (SRS)
Journal of autism and developmental disorders, 14 (4), 395-404.
An ongoing social skills training program was implemented with 10 verbal autistic subjects. The long-range goals were for the participants to have positive peer-related social experiences in a supportive atmosphere and to learn useful skills in this way. Teaching techniques included modeling, coaching and role-playing. Preliminary indications suggest that the main goals and training objectives were being accomplished and that clients were progressing in their conversational skills, their selection of relevant topics, and their perceptions of themselves.

Rumca, M. A. & Schreibman, L. 1987
Socially validating behavioral objectives in the treatment of autistic children. (SRS)
Journal of autism and developmental disorders, 17 (1), 141-147.
The researchers had parents of autistic children, behavior therapists and student teachers view a videotape of 4 autistic children, and rate the importance of 24 behavioral objectives in 5 categories. All 3 groups judged noninteractive behaviors as the most important objectives. It is recommended that behavior therapists involve significant others in forming objectives for treating autistic children.

Matthews, W. J. & Foxx, R. M. 1988
Some direct and generalized effects of replacing an autistic man's echolalia with correct responses to questions. (SRS)
Journal of applied behavior analysis, 19 (3), 259-267.
Operant procedures were used to decrease the echolalic behavior of an autistic man and to increase correct responding to questions. Echolalia was replaced with correct stimulus-specific responses, and a generalized improvement was also evident in the subjects' verbal responses to questions.

Van Engeland, H., Buitelaar, F. A. & Buitelaar, G. 1988
Some qualitative aspects of the social behavior of autistic children: An ethological approach. (SRS)
Journal of child psychology and psychiatry and allied disciplines, 29 (5), 679-693.
The authors studied quantitative and qualitative aspects of the social behavior of a group of 20 autistic and 20 primary schoolchildren by means of an ethological method. Principal components analysis of the behavior protocols made it clear that the social behavior of autistic subjects was less well organized, lacked interrelational behavior and was characterized by stereotyped behavior. Although the autistic group showed less eye contact than the normal group, no further signs of any particular social avoidance tendency were found.

Romanczyk, R. 1988
Some thoughts on future trends in the education of individuals with autism. (SRS)
Behavior therapist, 8 (8), 150-154.
The author noted that educational programming for individuals with autism must include an emphasis on full participation in normalized environments, and should involve the establishment of integrated, functional behavior repertoires necessary for optimal functioning.

1993
Special education services reviewed. (SSS)
Mental and physical disability law reporter, 17 (4), 537-539.
This article discusses three court cases related to the right to extracurricular activities and reimbursement for psychiatric services and special education. Includes discussion of Rettig v. Kent City School District, 788 F. 2d 328 (6th Cir. 1986), in which it was ruled that a local school district was not obligated to provide extracurricular activities to an autistic student.

Steinberg, D. et al. 1988
Special teachers have special ideas. (SSS)
Pointer, 28 (3), 21-27.
The authors individually discuss 5 unrelated programs that they initiated to accommodate handicapped and regular students, including a program to help 2 autistic boys refrain from constant daydreaming.

Schopler, E. 1987
Specific and nonspecific factors in the effectiveness of a treatment system. (SSS)
American psychologist, 42 (4), 376-383.
The authors evaluated the specific and nonspecific treatment components responsible for the effectiveness of North Carolina's statewide program for the Treatment and Education of Autistic and related Communication Handicapped Children (Division TEACCH). Empirical studies used to demonstrate specific treatment procedures of structured teaching and parent training are discussed.

Freeman, B. J., Ritvo, E. R., Needleman, R. & Yokota, A. 1985
The stability of cognitive and linguistic parameters in autism: A five-year prospective study. (SSS)
Journal of the American Academy of Child Psychiatry, 24 (6), 658-664.
Sixty-two autistic children were selected for a 5-year prospective annual administration of cognitive and linguistic scales. Results indicate that 77% of the subjects initially scored in the retarded ranges on cognitive tests, cognitive test scores remained stable at yearly intervals for 5 years, and initial scores were predictive of future educational placement. Language scores paralleled cognitive scores in stability and predictability.

Sarrus, V. D. 1987
Standing against an established ideology: Infantile autism, a case in point. (SSS)
Clinical psychologist, 40 (4), 99-100.
The author reviewed the literature concerning the etiology of infantile autism and suggests that most studies concentrate on the organic, physiological, or genetic factors of the disorder. The author contends that further research regarding sociocultural factors is in order.

McGarry, W., Kirk, K. & Cook, D. L. 1992
Stereotypic behavior as a reinforcer: Effects and side effects. (DSM)
Journal of autism and developmental disorders, 12 (2), 149-161.
This study assessed the effects and side effects of using stereotypic behavior as a consequence for correct responding with 2 autistic children. Results supported previous research suggesting that stereotypic behavior has reinforcement value and can be used as a reinforcer.

Miyanishi, T. 1988
Stimulus generalization in simultaneous visual discrimination learning by autistic children. (DSM)
Japanese psychological research, 27 (4), 222-229.
Ten autistic children were given a stimulus generalization test following simultaneous visual discrimination learning. Findings indicate that the autistic subjects were capable of generalizing stimuli if adequate stimuli and an appropriate procedure were used, suggesting that it is possible to enhance training effects for autistic children.

Carolan, R. 1980
Stimulus overselectivity in autistic, retarded mentally retarded, and nonhandicapped children: Comparative research controlling chronological (rather than mental) age. (DSM)
Journal of abnormal child psychology, 11 (1), 61-70.
The author investigated the prevalence of overselectivity in 30 autistic, trainable mentally retarded and non-handicapped children with some expressive speech. Results indicated no significant differences between the autistic and TMR samples, but significant differences between the handicapped samples and the non-handicapped group. Some, but not all, of the handicapped children displayed overselectivity.

Cason, L. J. et al. 1980
Stimulus variation and the acquisition of behavior: A comparison of constant trial and varied teaching methods. (DSM)
Journal of special education technology, 3 (4), 3-13.
The constant trial condition in which only trials for the target task were presented during each session led to faster response acquisition by two of four autistic children than the varied trial method, in which trials for three nontarget tasks were interspersed with trials for the target task.

Jones, W. B. 1988
Stopping rules and genetic studies of autism. (DSM)
Journal of autism and developmental disorders, 18 (1), 51-63.
This article showed that stopping rules (deciding not to have any more children or to have one more child and stop) are at work in a recently reported genetic study of autism. The authors note that the segregation ratio in the original report was underestimated.

Randall, P. E. & Gibb, C. 1987
Structured management and autism. (343)
British journal of special education, 14 (2), 68-70.
The study compared the effects of two forms of intervention on a 3-year old autistic girl. Marked improvement in tantrum control, expressive language, and reduced obsessional behaviors were associated with the use of behavior management techniques, whereas developmental stimulation through play and positive adult contact produced no significant changes.

Ide, M. 1988
A study about autistic behavior due to sensory dysfunction. (344)
Journal of mental health, (32), 99-104.
The author proposed a hypothesis that some autistic behaviors may result from either hyper- or hypo-sensitivity in one or more sensory organs.

Fujiwara, Y. 1988
A study on shaping "demand behavior" in an autistic child. (345)
Japanese journal of special education, 25 (3), 47-53.
In an examination of the factors that shape "demand behavior" in an autistic child with poor functional speech skills, the external environment and the mother's response to the child's behavior to obtain desired objects were manipulated.

Rojahn, J., McGonigle, J. J., Cluntie, C. & Dixon, M. J. 1987
Suppression of pica by water mist and aromatic ammonia: A comparative analysis. (346)
Behavior modification, 11 (1), 65-76.
This research compared the effects of water mist and aromatic ammonia for the suppression of pica (persistent eating of nonnutritive substances) in a severely retarded, autistic 16-year-old girl. The results suggest that water mist suppressed the behavior more quickly and effectively.

Wiss, J. A. 1987
Symbol use by developmentally disabled children. (347)
Psychological reports, 61 (1), 207-224.
The author evaluates the use of symbols by children with autism and other disabilities.

Muir, S. B. 1988
The symbolic and object play of children with autism: A review. (348)
Journal of autism and developmental disorders, 18 (2), 139-148.
The unique characteristics of autistic children's symbolic and object play are presented and discussed in the context of a literature review covering research since 1964. Difficulties in research methodology due to pooling autistic and schizophrenic children are raised, as well as possible difficulties inherent in ignoring severity levels within the autistic population. The appropriateness of play therapy is questioned.

Hughes, V., Wolery, M. R. & Neel, R. S. 1983
Teacher verbalizations and task performance with autistic children. (349)
Journal of autism and developmental disorders, 13 (3), 305-316.
The authors investigated the effects of teacher verbalizations on the correct task performance of autistic children when positive reinforcement was provided in a noncontingent fixed-time schedule. The results indicate that teacher verbalizations produced increases in the percentage of correct responding on difficult and easy tasks.

Knoblock, P. 1982
Teaching and mainstreaming autistic children. (350)
Love Publishing Co., Denver
This is a book for teachers and parents of autistic children. It includes chapters on teaching autistic children, models of mainstreamed programs, curriculum approaches, language and communication, support systems for families and schools, fostering positive attitudes, and evaluating children and programs.

Hinerman, P. S. 1983
Teaching autistic children to communicate. (351)
Aspen Systems Corp., Rockville, MD
This is a manual developed for use by speech clinicians, special education teachers and therapists. Includes chapters on communicative behavior of autistic children, behavior management techniques, overcorrection, attending, approaches to teaching communication, and parent involvement and training. Also includes sample behavior management, data recording and program forms.

Stiew, P. A. et al. 1985
Teaching functional community skills to autistic children using nonhandicapped peer tutors. (352)
Journal of applied behavior analysis, 18 (4), 337-342.
Two autistic children (8 and 5 years old) were paired with normal peers who, after pretraining sessions, taught community skills to the autistic children. Results demonstrated that no identified skills were acquired during baseline and modeling conditions. However, direct instruction of each child by a peer tutor resulted in learning and maintenance of functional community skills.

Duran, E. 1985
Teaching functional reading in context to severely retarded and severely retarded autistic adolescents of limited English proficiency. (353)
Adolescence, 20 (78), 433-439.
Practical information on teaching severely retarded and severely retarded autistic students of limited English proficiency is presented. Specific information is given on developing a functional word list that uses both Spanish and English.

Haring, T. G., Kennedy, C. H., Adams, M. & Pitts-Conway, V. 1987
Teaching generalization of purchasing skills across community settings to autistic youth using videotape modeling. (354)
Journal of applied behavior analysis, 20 (1), 89-96.
The effectiveness of videotape modeling to promote generalization across settings was tested. Results show that training with videotapes resulted in generalization of purchasing skills to 3 novel settings. The use of videotapes is seen as a cost-effective means to program generalization in community training programs.

Duran, E. 1985
Teaching janitorial skills to autistic adolescents. (355)
Adolescence, 20 (77), 235-252.
The study was designed to examine the efficacy of fusing three levels of prompts on three autistic clients' acquisition of 18 response sequences in cleaning a restroom. Results indicated that, as compared to pretraining competencies, the training was effective in teaching restroom cleaning skills. However without prompts the skills acquired remained at about a 70% proficiency rate, which appeared to be a plateau under the training situation.

Smith, M. D. & Belcher, R. 1985
Teaching life skills to adults disabled by autism. (356)
Journal of autism and developmental disorders, 15 (2), 163-175.
A training program consisted of analyzing life skills into component steps and providing increasing levels of assistance according to a predetermined schedule for 5 adults with autism in group homes. All 5 adults showed progress in targeted life skills, and 4 achieved independence on their targeted skills.

Duran, E. 1984
Teaching nonsheltered vocational skills to autistic adolescents and young adults. (357)
Psychology: A quarterly journal of human behavior, 21 (3-4), 49-54.
The author explained procedures that can be used with autistic adolescents and young adults during nonsheltered vocational skill training. Specific intervention strategies are provided for inappropriate behavior typically seen in these individuals. Methods of increasing work productivity and of training teachers to help autistic populations succeed in nonsheltered vocational sites are also outlined.

Handleman, J. S. et al. 1984
Teaching of labels: An analysis of concrete and pictorial representations. (358)
American journal of mental deficiency, 88 (6), 625-629.
The authors analyzed the relationship between the use of concrete objects and pictorial representations of those objects when teaching noun labels to 3 autistic boys. Although results indicated no consistent functional relationship between the two types of stimulus presentation, there were varying degrees of generalization between the two conditions.

Henning, J., Dalrymple, N., Davis, K. & Madeira, S. 1982
Teaching social and leisure skills to youth with autism. (359)
Developmental Training Centre, Indiana University, Bloomington, IN
A curriculum guide for educators of autistic youths from 10 to 15 years of age. Includes information regarding effective programming methods, interpersonal skills, social communication skills, and community and related skills. Also contains a sample educational program and an assessment of social functioning.

Indiana University Developmental Training Centre. Videotaped and edited by E. Wiener. 1983
Teaching social and leisure skills to youth with autism. (360)
Indiana University Audio-visual Centre, Bloomington, IN
This is a videotape of methods to teach students with autism social and leisure skills. It is based on the Indiana University Developmental Training Centre program. Includes prerequisites for learning social skills, social skill objectives and related skills, as well as techniques for teaching social skills and preparing for the community. A useful, practical guide for teachers.

Peck, C. A., Schuler, A. L., Haring, T. G., Willard, C. et al. 1986
Teaching social/communicative skills to children with autism and severe handicaps: Issues in assessment and curriculum selection. (361)
Child study journal, 16 (4), 297-313.
The authors described limitations of traditional approaches to assessment and curriculum as they relate to the needs of children with autism and severe mental handicaps. Examples of alternative assessment strategies are identified, and suggestions are provided for using this type of information in the design of instruction.

Donnellan, A. M. et al. 1984
Teaching students with autism in natural environments: What educators need from researchers. (362)
Journal of special education, 18 (4), 505-522.
The authors presented strategies for conducting research helpful to community instruction for students with autism. Research issues in setting variables are addressed as well as the use of the discrete trial format.

Reichle, J. & Brown, L. 1986
Teaching the use of a multipage direct selection communication board to an adult with autism. (363)
Journal of The Association for Persons with Severe Handicaps, 11 (1), 68-73.
An adult with autism learned to use a portable multipage communication device through use of a generalized request symbol, object labels, a sequential searching strategy, and the use of two-symbol requests. The learner requested and provided information during elicited generalization probes. He frequently requested spontaneously but rarely initiated comments.

Rumsey, J. M., Andreasen, N. C. & Rapoport, J. I. 1986
Thought, language, communication, and affective flattening in autistic adults. (364)
Archives of general psychiatry, 43 (8), 771-777.
Autistic, manic, schizophrenic and normal adult males were rated on scales for the assessment of thought, language, and communication and on an affective flattening scale. Autistic subjects showed poverty of speech and of speech content but did not differ from the normal group on features of positive thought disorder. Autistic subjects exhibited excessive concreteness and reporting of details; they showed a higher frequency of perseveration and a lower severity rating for loss of goal than did normal subjects. Three features of positive thought disorder (pressure of speech, derailment, and illogicality) discriminated the autistic group from the schizophrenic and manic groups.

Breen, C. et al. 1985
The training and generalization of social interaction during breaktime at two job sites in the natural environment. (365)
Journal of The Association for Persons with Severe Handicaps, 10 (1), 41-50.
Four high-school age students with autism and severe handicaps were trained to initiate and sustain social interactions with nonhandicapped peers at two community job sites. Results showed that all subjects acquired a chain of social break behaviors using one peer trainer.

Gaylord-Ross, R. J., Haring, T. G., Breen, C. & Pitts-Conway, V. 1984
The training and generalization of social interaction skills with autistic youth. (366)
Journal of applied behavior analysis, 17 (2), 229-247.
Two experiments were initiated to increase the initiations and duration of social interactions between autistic and nonhandicapped youth. The autistic youths were taught to initiate and elaborate social interactions with 3 age-appropriate and commonly used leisure objects: a radio, a video game and gum. The students learned these skills and generalized them to other handicapped peers in the same leisure setting.

Shafer, M. S. et al. 1984
Training mildly handicapped peers to facilitate changes in the social interaction skills of autistic children. (367)
Journal of applied behavior analysis, 17 (4), 461-476.
A peer training strategy featuring direct prompting and modeling and involving 16 nonautistic peers resulted in immediate and substantial increases in peer-trainers' interactions with their 4 autistic tutees. All 4 autistic subjects substantially increased their responsiveness to the peer-trainers.

Anderson, S. R., Christian, W. P. & Luce, S. C. 1986
Transitional residential programming for autistic individuals. (368)
Behavior therapist, 9 (10), 205-211.
The authors discussed programming strategies that the authors have found to be effective in meeting treatment needs and legal rights of autistic clients. Topics include: characteristics of progressive residential programming, implementing transitional methodology in residential programming, providing a continuum of service that is responsive to an individual's current and future needs, and evaluating the outcome of transitional residential programming.

Glahn, T. J. et al. 1984
Transitional teaching homes for individuals with developmental disabilities. (369)
Mental retardation, 22 (3), 137-141.
A model in which autistic and other developmentally disabled persons are provided individualized treatment within a home-like residence has been shown to provide successful transitions from institutions to community settings.

Howlin, P. & Rutter, M. 1987
Treatment of autistic children. (370)
Chichester; J. Wiley & Sons, Toronto
This volume contains a collection of recent findings on autism. It includes chapters on designing a treatment program, facilitating social and language development, effects on the family, and treatment of obsessive and ritualistic behavior. It is written primarily for professionals.

Smith, M. D. 1987
Treatment of pica in an adult disabled by autism by differential reinforcement of incompatible behavior. (371)
Journal of behavior therapy and experimental psychiatry, 18 (3), 285-288.
The authors examined the usefulness of differential reinforcement of other behavior (DRO) in the treatment of pica in a young adult with autism. The results indicated that a reduction in pica could be obtained with DRO. Withdrawal of treatment resulted in an increase in pica, with renewed reduction upon reinstatement of the reinforcement schedule.

Rincover, A., Feldman, M. & Eason, L. 1986
"Tunnel vision": A possible keystone stimulus control deficit in autistic children. (372)
Analysis and intervention in developmental disabilities, 6 (4), 283-304.
Three autistic children and five mental age- and chronological age-matched controls were trained to select a card containing a stimulus array comprised of 3 visual cues. The distance of each cue from the centre cue was varied, using small, medium and large distance conditions. Results reveal that the absolute distance between cues determined the number of stimulus features to which the autistic subjects responded. Decreasing the distance between cues served to increase the number of cues that controlled responding.

Duran, E. 1986
A university program provides services to young adults with severe English handicaps and limited English proficiency. (373)
College student journal, 20 (1), 43-46.
The authors described a university program developed to train young adults with autism or other handicaps who also have limited English-speaking abilities. Preparation of pre-service teachers who instruct the mostly Spanish-speaking handicapped students is outlined, and evaluative data are presented.

Morgan, S. B. 1981
The unreachable child: An introduction to early childhood autism. (374)
Memphis State University Press, Memphis
A general introduction to autism and current issues such as definition and diagnosis, causation, and treatment and prognosis. For parents, professionals and the general public.

Handen, B. L., Apolito, P. M. & Seltzer, G. B. 1984
Use of differential reinforcement of low rates of behavior to decrease repetitive speech in an autistic adolescent. (375)
Journal of behavior therapy and experimental psychiatry, 15 (4), 359-364.
A procedure involving the application of a DRL (differential reinforcement of low rates of behavior) schedule in the treatment of repetitive speech is described. It successfully reduced repetitive speech in an autistic male over a period of 18 months.

Haring, T. G. et al. 1986
Use of differential reinforcement of other behavior during dyadic instruction to reduce stereotyped behavior of autistic students. (376)
American journal of mental deficiency, 90 (6), 694-702.
The authors examined the effects of a differential reinforcement of other behavior (DRO) schedule on the stereotypic responses and task performance of three autistic youth during dyadic instruction. The procedures effectively reduced the stereotypic behavior of two children and substantially increased the task performance of the 2 lowest performing students.

Warger, C. L. et al. 1985
The use of microcomputers with autistic adults: Planning, implementation, evaluation. (377)
Teaching exceptional children, 18 (1), 52-56.
Thirteen autistic adults participated in a program on the recreational use of personal computers. Results revealed physical problems in the keyboard design, success of backward chaining, the reinforcing value of sound, and tendencies of the subjects to use language and initiate conversation during sessions.

Foxx, R. M. 1984
The use of a negative reinforcement procedure to increase the performance of autistic and mentally retarded children on discrimination training tasks. (378)
Analysis and intervention in developmental disabilities, 4 (3), 253-265.
Negative reinforcement plus edibles and praise produced about 90% correct responding for 4 autistic children, while edibles and praise alone were much less effective. Use of negative reinforcement with noncompliant or difficult to motivate children appeared to be an effective method of increasing their instruction-following.

Clarke, J. C. & Thomason, S. 1983
The use of an aversive smell to eliminate autistic self-stimulatory behavior. (379)
Child and family behavior therapy, 5 (3), 51-61.
The authors used smelling salts to provide an aversive smell which was compared with a time-out procedure in the modification of self-stimulation in a 10-year-old autistic child. The aversive smell was much more effective than time out whether applied on an FR (fixed ratio) 1 or VR (variable ratio) 3 schedule.

Baltaxe, C. A. & Guthrie, D. 1988
The use of primary sentence stress by normal, aphasic, and autistic children. (380)
Journal of autism and developmental disorders, 17 (2), 255-71.
The authors examined the use of primary sentence stress in autistic children. On the basis of their results, the authors conclude that stress placement in these subjects is not due to grammatical influences.

Smith, M. D. 1986
Use of similar sensory stimuli in the community-based treatment of self-stimulatory behavior in an adult disabled by autism. (381)
Journal of behavior therapy and experimental psychiatry, 17 (2), 121-125.
The authors assessed the suppressive effects of frequent access to olfactory stimulation on the olfactory self-stimulatory behavior of a 24-year-old autistic woman. Results indicate that a reduction in self-stimulation was achieved in this manner.

Shah, A. & Holmes, N. 1985
The use of the Leiter International Performance Scale with autistic children. (382)
Journal of autism and developmental disorders, 15 (2), 195-203.
This article presented the results of a study comparing the performance of 18 autistic children on the Wechsler Intelligence Scale for Children- Revised and the Leiter. The results showed a high positive correlation between the WISC-R full scale IQ, the WISC-R performance IQ, and the Leiter IQ.

Lancioni, G. E. 1983
Using pictorial representations as communication means with low-functioning children. (383)
Journal of autism and developmental disorders, 13 (1), 87-105.
A pictorial system allowing receptive communication was implemented with one severely mentally retarded and 2 autistic and SMR children. Although these children had shown severe problems in learning manual signs, they were successfully taught pictorial representations as communication means.

Atkinson, R. P., Jenson, W. R., Rovner, L., Cameron, S., Van Wagenen, L. & Peterson, B. P. 1984
Validation of the autism reinforcer checklist for children. (384)
Journal of autism and developmental disorders, 14 (4), 429-433.
The authors investigated the development and use of a reinforcer checklist for autistic children. Emphasis was placed on establishing the test-retest reliability and the concurrent validity of this instrument. Results indicate that this measure has reasonable concurrent validity and test-retest reliability.

Teal, M. D. & Wiebe, M. J. 1986
A validity analysis of selected instruments used to assess autism. (385)
Journal of autism and developmental disorders, 16 (4), 485-494.
The authors investigated the effectiveness of three instruments (the Autism Behavior Checklist [ABC], the Childhood Autism Rating Scale [CARS], and Rimland's Form E-2) to discriminate autistic from trainable mentally retarded children. All 3 instruments were found to separate the 2 samples, although the CARS and the ABC provided for the greatest separation.

Rincover, A. & Ducharme, J. M. 1987
Variables influencing stimulus overselectivity and "tunnel vision" in developmentally delayed children. (386)
American journal of mental deficiency, 91 (4), 422-430.
Three variables (diagnosis, location of cues, and MA of learners) influencing stimulus control and stimulus overselectivity in autistic children were assessed using discrimination tasks. Results showed: (a) autistic subjects tended to respond overselectively only in the extra-stimulus condition; (b) MA was positively correlated with breadth of learning; and (c) when autistic children were overselective to one cue, some stimulus control was also acquired by the second cue.

Janicki, M. P., Lubin, J. A. & Friedman, E. 1983
Variations in characteristics and service needs of persons with autism. (387)
Journal of autism and developmental disorders, 13 (1), 73-85.
Information concerning socio-demographics, disability characteristics, and services received and needed became available on 900 autistic children and adults as a result of a statewide needs assessment and casefinding collection project conducted in New York. Results showed a population having few problems with mobility, hearing or vision, but significant deficits in most skills related to activities of daily living, and significant deficits in communication and basic independent functioning skills.

Pritchard, W. S., Raz, N. & August, G. J. 1987
Visual augmenting/ reducing and P300 in autistic children. (388)
Journal of autism and developmental disorders, 17 (2), 231-242.
Visual event-related potentials were recorded from 5 6-14-year-old male autistics and 5 matched controls. The autistics' patterns of response differed on two of the tasks. The authors conclude that autistic subjects may experience a degree of stimulus overload in the visual modality.

Miyashita, T. 1985
Visual discrimination learning with variable irrelevant cues in autistic children. (389)
Journal of autism and developmental disorders, 15 (4), 399-408.
Ten autistic children and 10 normal nursery school children, matched for mean developmental age, were presented with figure stimuli and had variable irrelevant cues in two-choice simultaneous discrimination learning. Performance of the autistic group did not vary as a function of irrelevant variability, a result attributed to poor performance of the first control condition.

Hedbring, C. & Newsom, C. 1985
Visual overselectivity: A comparison of two instructional remediation procedures with autistic children. (390)
Journal of autism and developmental disorders, 15 (1), 9-22.
The authors compared two classroom-relevant procedures for remediating visual overselectivity in autistic children- functional object use and equivalence training. A comparison group of autistic children was exposed to simple repeated practice trials with the test tasks. Results showed that equivalence training was more effective than functional object-use in improving posttest scores, with repeated practice falling in between.

Thaut, M. H. 1987
Visual versus auditory (musical) stimulus preferences in autistic children: A pilot study. (391)
Journal of autism and developmental disorders, 17 (3), 425-32.
The author investigated the preferences of autistic children comparing responses to auditory musical and visual stimuli. Results indicated a weak preference of autistic children for the auditory musical stimulus. Implications of these findings for a music therapy treatment concept are discussed.

Welsh, M. C., Pennington, B. F. & Rogers, S. 1987
Word recognition and comprehension skills in hyperlexic children. (392)
Brain and language, 32 (1), 76-96.
The authors evaluated 5 hyperlexic boys diagnosed with infantile autism or pervasive developmental delay. Measures of intelligence, single-word recognition and comprehension, and picture naming were administered to determine the precocity or deficiency of reading recognition and comprehension. Results indicate that hyperlexia may be operationalized as unexpected reading precocity as compared to IQ; however, reading comprehension was not unexpectedly deficient.

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NOTE: Abstract numbers refer to annotations in previous section.

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